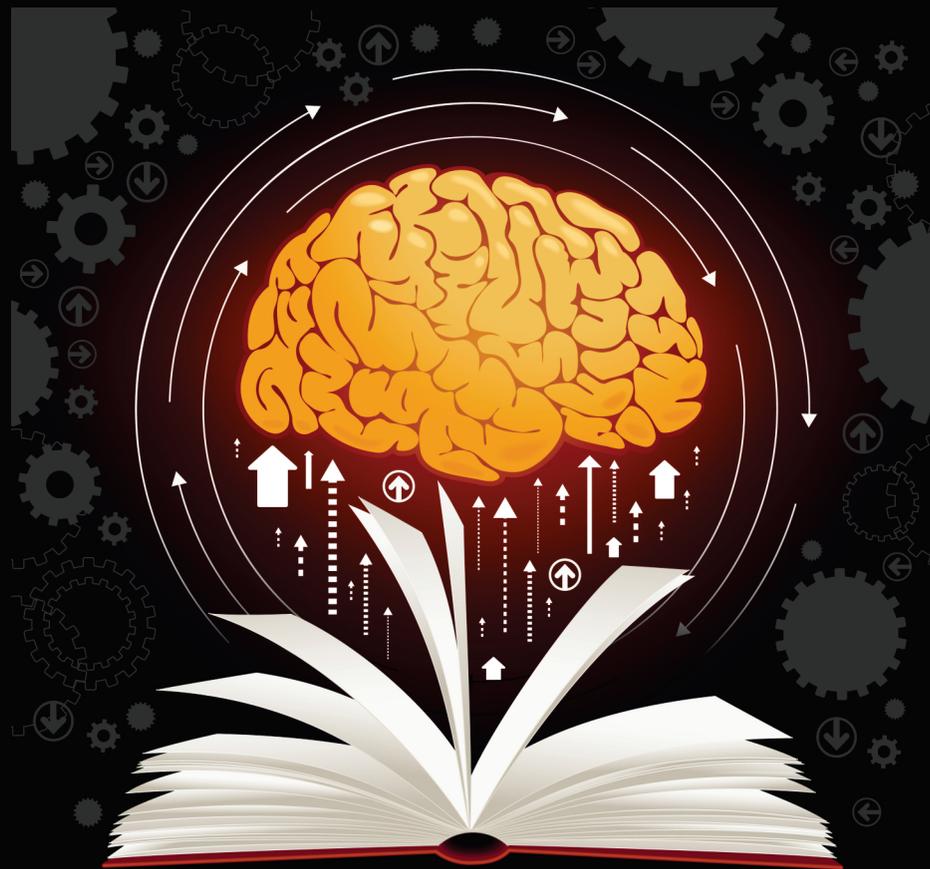


BRAIN BASED LEARNING



Dr. (Ms) Neetu Ohri
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Effective teachers never stop exploring different ways to improve student's achievement. As there is no single, perfect solution, educators look to research to guide their practice. Recent innovations in science have allowed an unprecedented look into the way the brain works. The exciting learning about brain function and its effects on learning have the potential to revolutionize teaching and learning. Brain research has provided new knowledge about the many ways that humans learn. Brain-based learning has resulted from educators and researchers applying the findings of brain research to guide teaching. The last decade has seen more systematic implementation of brain-based strategies that emphasize emotion, thematic instruction, differentiated learning, movement, and the use of mental models. As, well, changing conceptions of memory, assessment, the learning environment, the biology of the brain, and the use of time have all served to improve student achievement. Brain-based teaching involves the implementation of carefully-designed principles with due consideration of their impact before, during, and after each lesson. Keeping these thoughts in mind we are eager to know how you apply brain based learning with your students.

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MESSAGE



The main objective of educational institution is to build a productive generation in the future. The teacher focuses on overall development of the students and always tries to explore different ways for the improvement of the students. Brain based learning has provided new ways for systematic implementation of recent strategies to enhance achievements of the students. Brain based teaching involves the implementation of carefully designed principles with due consideration of their impact before, during and after each lesson. This brings transformation in the present scenario by focusing on learner centered teaching. The book is an attempt to bring awareness regarding teaching and learning process.

Dr. Balwinder Singh Walia

Chairman,

Guru Nanak Group of Colleges, Gopalpur

MESSAGE



The higher education system in India leads to enormous potential to build a knowledge-based information society that can enjoy the fruits of technological Know-how in the twenty-first century. However, the management including access, equity and relevance, reorientation of programmes by laying emphasis on values and ethics and quality of higher education along with the increasing use of Information and Communication Technology that emphasize emotion, thematic instruction, differentiated learning, movement and use of mental models. The different strategies based on psycho- technological principles of teaching learning process helps in exploring new methods of assessment and accelerate students' performance. The book entitled Brain Based Learning is an attempt to throw light on the different aspects of brain based learning and teaching.

Dr. Iqbal Singh Walia

*General Secretary, Guru Nanak Group of Colleges,
Gopalpur, Ludhiana.*

MESSAGE



Brain-based education is best understood in three words: engagement, strategies and principles. You must engage your learners and do it with strategies that are based on real science. How reputable is brain-based education? Brain-based learning is a way of activating all the parts of the brain during the learning process. Schools who have implemented brain-based teaching and learning have shown increases in student achievement over a period of time. Effective teachers use brain-based techniques to keep students actively engaged in the learning process. Research has shown brain-based strategies to be effective, engaging, and exciting in the education environment. Many strategies, including whole brain teaching, can and should be employed in the classroom to activate the brain and increase learning in students. The present book is an outcome of the collection of papers which are related to the

themes of National Seminar sponsored by ICSSR in collaboration with Ministry of Human Resource Development organized at Guru Nanak College Of Education, Gopalpur (Ludhiana) on 22nd March, 2017. I express my gratitude to the management, principal, faculty, research scholars as well as students to accomplish the task.

Dr. Mukesh Kumar Arora,
HOD, Deptt. Of Hindi, SCD Government College, Ludhiana.
Fellow, Panjab University, Chandigarh.

MESSAGE



In modern era, the prosperity of any nation depends upon the quality of education given to the students. It is the responsibility of every educational institution to empower young minds with innovative ideas and enhance their skills. It is an effort to turn a large public educational system into an adaptive knowledge enterprise in real time and at scale. The differentiated model we are advancing represents an effort to offer accessibility to world-class teaching and research to a broad demographic while seeking solutions to real world challenges. And while our overarching commitment is to provide the best possible education for the students, the research enterprise is aligned with critical national goals in such strategic areas as earth and space exploration, sustainability and renewable energy, advanced materials, flexible electronics, healthcare and national security. I really appreciate the efforts of Guru Nanak College of Education, Goplapur for publishing a book on the innovative themes on reinventing teaching through brain based learning.

Dr. N.R. Sharma
Principal, PU Constitute College
Guru Har Sahai, Distt. Ferozepur

MESSAGE



Education always helps to improve capabilities of an individual. It not only provides knowledge but also inculcate values, different skills and emotionally intelligent. There are many debates within the higher education community on how teaching or teaching effectiveness may be defined, for instance, defining effective teaching as “that which produces beneficial and purposeful student learning through the use of appropriate procedures including both teaching and learning in their definition”, and defining effective teaching as the “creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively”. Learning styles are generally considered as characteristic, cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to a learning environment.

I must congratulate the management, principal, faculty and students of Guru Nanak College of Education, Goplapur for publishing a book on the innovative themes on reinventing teaching through brain based learning which will be proved as a resource for student teachers, teacher-educators and research scholars.

Dr. Jatinder Grover
Dean, Faculty of Education
Associate Professor, Department of Education,
Panjab University, Chandigarh.

MESSAGE



All learning enters the brain through the senses. The subconscious mind needs to be on automatic pilot to process the enormous amount of information from the world available through all the senses. Neuro imaging studies provide support for classroom strategies that operate on the brain's first sensory filter, a thin strip of brain tissue low down, just above the spinal column that determines what captivates attention. This primitive intake filter, called the reticular activating system (RAS), admits less than one percent of the sensory information available to it every second. Educational institutions are expected to help the young minds to live meaningful and constructive life. The exciting learning about brain function and its effect on learning have the potential to revolutionize teaching and learning. Effective teachers never stop exploring different ways to improve students'

achievement. Establishing a shared vision for a course, providing modeling and mastery experiences, intellectually challenging and encouraging students, personalizing attention and feedback, creating experiential lessons, promoting perfection and reflection are the new strategies in teaching and learning process. The book published on the innovative theme of Reinventing Teaching through Brain Based Learning, has been served as a guiding light for all involved in the field of education.

Dr. Veena Bana,
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PREFACE

I pay my gratitude to almighty God to give us the power to conduct National Seminar and publish the seminar proceedings. We are thankful to ICSSR North – Western Regional Centre, Chandigarh and **Ministry of Human Resource Development** who sponsored the National Seminar **Reinventing Teaching Through Brain Based Learning**. Our sincere thanks also go to all the academicians who have contributed for the book and made our publication a success. I extend my gratitude to the visionaries to make this endeavor a success and acted as resource person.

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ABOUT THE BOOK

Effective teachers never stop exploring different ways to improve student's achievement. As there is no single, perfect solution, educators look to research to guide their practice. Recent innovations in science have allowed an unprecedented look into the way the brain works. The exciting learning about brain function and its effects on learning have the potential to revolutionize teaching and learning. Brain research has provided new knowledge about the many ways that humans learn. Brain-based learning has resulted from educators and researchers applying the findings of brain research to guide teaching. The last decade has seen more systematic implementation of brain-based strategies that emphasize emotion, thematic instruction, differentiated learning, movement, and the use of mental models. As, well, changing conceptions of memory, assessment, the learning environment, the biology of the brain, and the use of time have all served to improve student achievement. Brain-based teaching involves the implementation of carefully-designed principles with due consideration of their impact before, during, and after each lesson. Keeping these thoughts in mind we are eager to know how you apply brain based learning with your students.



Dr. (Ms.) Neetu Ohri, Principal of Guru Nanak College of Education, Gopalpur, Ludhiana. She is M.A., M.Ed., M.Phil, UGC/NET (Education) & Ph.D. in Education. She has attended various National and International Conferences, Workshops and Seminars. She has published many articles and Research papers in various Journals of repute. She has also authored various Books. Her areas of interest are Philosophy & Educational Technology.



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ABOUT THE COLLEGE

Guru Nanak College of Education is located at Malerkotla-Ludhiana Highway amidst the green hallowed splendor near Ludhiana in natural, green and pollution free environment is ideally suited for learning. Guru Nanak College of Education started in September 2006 for the session 2006-2007 under the esteemed and the ablest guidance and leadership of its Chairman Dr. Balwinder Singh Walia, an eminent educationists and worthy President of Guru Nanak Educational and Charitable Society (Regd.). It has also gone under the shelter of the most energetic and the meritorious personality Dr. Iqbal Singh Walia, the general Secretary of the society. Guru Nanak College of education, Gopalpur is affiliated to Panjab University, Chandigarh and approved by the Govt. of Punjab, accredited by NAAC with 'B' grade. Within this short span of time, the institute has set a standard in Professional Education. The credit goes to its dedicated and handpicked team of people and above all people within far sited vision. The vision of college is **“SARBAT DA BHALLA”** (welfare of universe). This vision guides us to remain responsive to challenging time ahead.

Chapter-1

Connecting Culture with Classroom

Dr. Mukesh Kumar Arora*

ABSTRACT

In many ways, building a classroom is comparable to building a small society. There are social norms, expectations and habits. Everyone has his or her roles within the classroom, as individuals would in a society. The leader of the classroom is the teacher, who can choose to oversee his or her small community using whichever tactics he or she sees as most effective. A classroom can have a dictator as a teacher or a teacher who prefers a more democratic environment. The learning culture of a classroom directly affects the tone and can determine teacher-student relationships and performance outcomes. If an instructor creates a positive culture of learning and sustains that type of environment, the students will be more engaged in the learning process and therefore will be likely to produce more favorable academic outcomes. Teachers are responsible for the tone of their classrooms.

INTRODUCTION

Some in the education field may believe that students are a reflection of their teachers because they adapt to their personality. A more outgoing teacher may have a more relaxed group of students, while the teacher who is very structured may have a serious and quiet group of students. Professional development can help educators learn methods of creating a learning culture within their classroom that will allow the students to have positive feelings about learning. Students may retain and recall information from academic material more successfully if they have a positive experience with which to associate that learned concept.

CONNECTING STUDENTS TO THEIR WORK AND LETTING THEM TAKE OWNERSHIP

Individuals of all ages can relate to the internal fulfillment of accomplishing a goal. To be intrinsically motivated is the pivotal step to self-affirmation. If asked, many students may not be able to identify why they are learning what they are being taught. Possible responses could include: "to get an A" or "because my teacher said that it would be on the test". It is imperative that teachers educate their students about the value of what they are learning.

Real-world preparation is the main objective of school. Students are obtaining knowledge in a variety of subject areas in order to become productive individuals within society. A knowledgeable and educated professional may teach his or her students to take personal ownership of their work within the classroom.

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In order for this advanced and desirable step of learning to take place, the teacher should first create a connection between the academic material and the student. When a student is unable to connect to a lesson, he or she develops a negative association to it. It is important that teachers relate the course material to the learning styles and interests of learners, to avoid the students rejecting the material.

Modeling and showing students a new skill, helping them through their execution and then allowing them to explore their abilities independently is a critical process across all content areas and ages of education. A classroom culture that contains a *facilitator* more so than a teacher is a culture of learning that would likely produce innovative, self-sufficient and confident individuals.

In a 1979 study on cross-cultural comprehension, subjects from the U.S. and India read letters about an American and an Indian wedding and recalled them following interpolated tasks. When subjects read the passage about the wedding from their own culture (“the native passage”), researchers observed the following behaviors: subjects read the passage more rapidly, recalled a larger amount of information, and produced more culturally appropriate elaborations of the content. When the subjects read the “foreign passage” about the other culture’s wedding, they read the passage more slowly, recalled much less information, and produced more culturally-based distortions. The results indicated that cultural context influences comprehension, and that this phenomenon occurs regardless of an individual’s background. (Steffensen, Joag-Deve, & Anderson, 1979).

Although this study is 30 years old, I believe the premise holds true. It makes sense that if I were to read passages on both American and Indian weddings, I would recall more details from the Indian wedding because I’ve experienced it many times, and I would probably be able to produce a more detailed description of the event because it more relevant to my experience.

What are the implications of this idea for teachers who must help a diverse student body retain valuable information about a variety of subjects? While a single teacher may not be able to represent as many cultural perspectives as he/she may like, teachers can enhance their curriculum using a variety of resources in order to make the material more culturally relevant and accessible. Here are some ideas to get started:

Learn About Your Students’ Backgrounds and find Culturally Relevant Resources to Teach Content.

One of the important steps of the Sheltered Instruction Observation Protocol model (SIOP) of teaching content to ELLs is to build students’ background knowledge before teaching content by linking concepts to students’ personal, cultural, or academic experience.

“Tap into Students’ Background Knowledge. Students need to connect with literature on three basic levels: text to text, text to self, and self to the world. All students bring something to the classroom. Becoming familiar with the backgrounds and/or prior knowledge of ELL students allows a teacher to engage students in literacy experiences that connect with their diverse backgrounds, thereby building on this knowledge.”

How to tap into this background knowledge if it’s very different from your own? You can start by researching your students’ native countries, cultures, and educational systems. You may even want to study the historical figures, musical and artistic traditions, geography, and biodiversity of these countries so that you can connect your lessons to something that the students already know.

You can also find ways for your students to contribute their own cultural experience in the classroom. This may mean asking students to show how a topic connects to their lives or to give an example of a particular idea as they would experience it in their native country. Students can bring music or art from their culture and describe its significance and meaning to their classmates. Students can also interview their parents in order to learn more about their memories and experience. ELLs may find this valuable because even if they speak their native language with their parents and are surrounded by their culture at home, they may not have had an opportunity to talk to their parents about their parents' life experiences and values.

“Consult more than one internet or library source and do not expect a student to be your sole “ambassador” or resource for finding out about a whole culture or ethnic background. Multiple sources are always a good idea for formulating knowledge about a particular subject.

More importantly, do not put a particular student on the spot without asking them beforehand if they are comfortable sharing information with the whole class. Each student is an individual and their experiences may or may not be similar to that of the group they represent.”

It is tempting to view your students as the experts, and it is certainly important to draw on what they have to offer to the class, but it is also important to discuss whether they feel comfortable doing so beforehand, and to avoid putting them on the spot – particularly about cultural, political, or religious subjects that might be particularly sensitive.

Look for resources that go beyond the textbook that will engage students and involve them in the learning process so that they find elements they can connect to and learn from. These may include:

- Art: There are many ways to bring educational content to life through art, and to use art as a starting point for discussing different cultural traditions. For example, in a history class, you may offer students a couple of different artistic representations of historical events from different perspectives, and ask whether a particular perspective resonates with their experiences.

Or you might want to compare artwork depicting similar kinds of events as they occurred in different countries, such as revolutions, battles, the signing of a famous document, inaugurations, elections, protests, and major milestones. Perhaps students can share depictions of those kinds of events in their country as a way to open up the discussion and connect their experience to the content as well. Students can examine artistic style, theme, the artist's intent, and the materials used while comparing artistic works from different cultures as a way of applying what they learning about the content.

Using artwork that depicts day-to-day events and celebrations can also be a provocative starting point for a discussion about the similarities and differences between other cultures, and a way of affirming the students' daily lives, traditions, and lifestyles in the classroom.

- Music: Students are a great resource for sharing music, and older students especially like to share music, discuss the meaning, and connect it to content. If the song is in a language some students do not understand, ask the student to translate it and discuss the meaning. Songs from other countries often describe political events or re-tell folk stories in poetic form.
- Culture Kits: I got this idea from the Dakota County library system in Minnesota. They have a learning resource called “Bifolkal Kits” that patrons can check out. The kits have themes such as the “The Fifties,” “Work Life,” or “African American Lives.” Each kit contains items relevant to the topic, reading materials, and questions that can be asked of a person who has experience in that area. It would be a wonderful addition to a curriculum if students

created their own Culture Kits with special items that would bring culture alive as a way of sharing their cultures and discussing what can be learned from different multicultural traditions.

- **Use literature, stories, and folktales from other cultures as a way of encouraging students to connect what they are reading to their own experiences**

While this seems like a simple and logical place to start, it will take some research to find just the right additions for an educational unit. However, libraries across the nation have increased the amount of multicultural literature available from a wide variety of countries and cultures. Some of the material is written in other languages, and some of it is translated into English. There are also many publishers who have focused on increasing multicultural literature in the classroom, and Language Arts series often will have a multicultural connection with suggestions of books to read with the class.

- **Use storytelling in the classroom.**

Many cultures have a rich tradition of storytelling that often gets lost in with the focus on developing literacy skills. Many of the common stories in cultures have been translated and written in story form, but children also enjoy telling and acting out stories. There are many resources to help build storytelling skills, and some students may also have a relative who is a great storyteller and would be willing to visit the class and tell a story. The class can have great discussions about what made the story interesting, what the story was trying to tell them, and if they know other stories that are similar. For example, many cultures have a story version of Robin Hood.

CONNECTING CULTURE AND CLASSROOM

- **Understanding Ourselves as a Foundation for Understanding Others: Lesson Objectives:** Students begin to understand the concept of diversity and building respect and understanding among people. Students understand who they are and what having an *identity* means, and how people view and define themselves and others to make sense of the world. Students begin to understand that identifying themselves and others based on characteristics reflects a natural human tendency to create order.

- **Groups and Communities: All Humans Make Connections as Part of Human Nature**

Lesson Objectives: Students will understand how the various groups and communities to whom we belong shape our identity.

- **Everyone Counts: Diverse Perspectives Shape the World: Perspectives and Points of View Do Not Develop in a Vacuum. They Spring from a Foundation of One's Identity and Community**

Lesson Objectives: Students will explore how their perspective is shaped by their identity and the communities to which they belong, and understand how groups influence one's ideas and beliefs. Students will also gain an understanding of the differences between fact and opinion, and of how people form ideas and beliefs.

- **Events as Catalyst/Trigger for Response or Non-Response: How Events Affect Individuals and Communities**

Lesson Objectives: Students will understand that there are different kinds of events and will explore how individuals and groups respond when an event takes place. Students will also learn about how identity and being part of a community (or apart from a community) affect responses to an event.

- **The World Responds: Events as a Catalyst for Global/Cultural Responses**

Lesson Objectives: Students will understand that individuals belong to different groups and communities (see Lesson 2). Students will use the analogy of a “stone thrown into a pond” to study how the consequences of some events (the stone in the pond) “ripple out” to affect not only the individual and his or her community but also people in other communities and nations

- **Caution: Stereotypes Ahead:** Stereotyping Defined: Response to the Unknown, Assigning Group Traits

Lesson Objectives: Students gain key insights into the roots of stereotyping and prejudice.

- **Breaking Down Stereotypes:** Breaking Down Stereotypes to Build Bridges for Racial, Ethnic, and Religious Understanding

Lesson Objectives: Students will explore concrete examples of stereotyping and the way stereotyping negates an individual’s true identity.

- **Bullies and Bullying: Deconstructing Events:** Identifying Bullying and Options for Response

Lesson Objectives: Students will recognize the signals of bullying as events that trigger responses (or non-responses). Students will understand that bullying involves a bully and a victim and possibly a bystander or witness to the event. Bullying behavior not only harms one’s identity but also one’s community. Students will recognize that they have choices when bullying occurs and that their actions can affect the result of the event.

- **Learning the Limits of Behaviors:** The Limits of Behaviors; Building Responsibility

Lesson Objectives: Students will learn that there are limits to what is considered acceptable behavior and that harmful or hateful attitudes and/or actions are not acceptable in any culture. Students will learn that every individual is responsible for limiting his or her own behavior. Students will learn the meaning of the word *discrimination*.

- **Choices and Consequences:** People Are Defined by Choices They Make; Each Choice Has Consequences; Communities Are Built by Choices

Lesson Objectives: Students understand that choices have consequences. We as individuals and as members of groups are defined by the choices we make, and those choices have consequences that affect not only our lives but the lives of others. In this last lesson, students draw upon key concepts learned in the previous lessons as they explore the idea that we as individuals and members of groups can make a positive difference in our lives and the lives of others.

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Chapter-2

Brain Based Learning: A New Angle to Teaching Learning

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ABSTRACT

Brain- based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as cognitive development –how students learn differently as they age, grow, and mature socially, emotionally, and cognitively. The brain performs better in a positive emotional state. Students must feel physically and emotionally safe before their brains are ready to learn. Teachers can create a positive environment by encouraging and praising their students' efforts. The brain is a parallel processor—it performs many functions simultaneously. Therefore, all meaningful learning is complex and nonlinear. This means that teachers must use all available resources necessary for dynamic learning environments. These environments can be linking to an artificial time schedule based to upon some general need for order to convenience. Instead, schedules should be tied to the actual time it takes a student to explore a point of view or to master a task. Creativity, imagination, perseverance, and motivation endure in the educators I meet, even in these times of teacher blame and over-packed curriculum. It is critical that we prepare today's students with the executive function skill sets they will need for success in the globalized, information explosive and ever-expanding technologically progressive 21st century. Just as certain is the continued accountability by educators to teach the over-packed curriculum in the existing standards.

HOW DO STUDENTS BEST LEARN?

If we want to understand the most effective teaching methods, we need to understand how a student's mind processes information. Basically ***how and what you teach on brain- based learning principals***, rather than established learning conventions and assumptions, can improve and accelerate learning Well, the good thing is that this all happens whether we think about it or not. There's a lot of talk recently about non-cognitive skills, or dispositions, or **character**. It's the same conversation, though. Students who show **curiosity**, they're intrinsically motivated to focus their **attention** on new things.

Students who are **creative**, they richly encode information by reworking it, reshaping it, and sometimes engaging with it in multi-sensory ways. Students who show **grit**, they're the ones who sit down and work through the whole cognitive cycle again and again.

This gives them more opportunities to recall, understand, and interpret the information. Want to learn effectively: ask questions (curiosity), play with the material (creativity), or simply return to it again and again (grit). You'll learn it.

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List of Twelve Brain/ Mind Learning Principals

- Brain is a complex adaptive system.
- Brain is a Social brain.
- Search for meaning is innate
- Search for meaning occurs through patterning.
- Emotions are critical to patterning.
- Every brain simultaneously perceives and creates part and wholes.
- Learning involves both focused attention and peripheral attention
- Learning is always involves conscious and unconscious processes.
- We have at least two ways of organizing memory
- Learning is development.
- Complex learning is enhanced by challenge and inhibited by threat.
- Every brain is uniquely organized.

Brain-based learning refers to teaching methods, lesson designs, and school programs that are based on the latest scientific research about how the brain learns, including such factors as **cognitive** development -how students learn differently as they age, grow, and mature socially, emotionally, and cognitively. The brain performs better in a positive emotional state. Students must feel physically and emotionally safe before their brains are ready to learn. Teachers can create a positive environment by encouraging and praising their students' efforts. The brain learns new information in chunks. Brain research states that children between the ages of 5 and 13 learn best when given chunks of 2 to 4 pieces of information. Children ages 14 and older can learn up to 7 chunks at a time. Teachers should plan for these limits and teach material in small chunks. The brain also works on a time schedule. Children ages 5 to 13 learn best in 5 -10 minute increments. Children 14 and older learn in increments up to 10 – 20 minutes. Sometimes, teachers may extend time limits through positive reinforcement. Children learn best when teachers teach new material first and review previously learned material at the end of instruction. It is best for teachers to teach in short units (1 to 2 segments at a time) and then provide a student led activity time. Students need time to practice the skills they are learning.

A brain based educational approach seeks to optimize student's learning environment, and integrates innovative theories such as multiple intelligence, experiential learning and movement education. ***Almost all teachers practiced the traditional model of learning and teaching which only focused on memorizing what we called as surface knowledge. It is mostly teacher dominated in which traditional resources such as textbooks, lectures, and possibly videos or movies, are closed tied. Traditional assessment is based on quantitative data.*** It is carried out with multiple-choice and true-false tests that are designed to find out whether students can answer the teacher's or textbook's questions. In contrast, to brain-based teaching and learning takes a broad concept covering holistic approach to develop teaching.

Students need a moment to "rest their brain" from a task. Allowing off-task time between lesson segments often increases a student's focus. For example, allow students to take time to stand up and stretch, provide a 2-minute talk break, etc. By providing these moments, the brain will be more ready to stay on task and store information. Allow students to drink water during learning time. Research shows that dehydration causes higher salt levels in the blood which in turn raises blood pressure and stress. Dehydration also causes a loss in attentiveness and lethargy. Ideally, students should drink 6 to 8 glasses of water a day to be properly hydrated. Take advantage of students' high energy time. There is a high-low energy level cycle that occurs during the school day. For example, most students have lower energy in the morning (especially during adolescence) and higher energy levels

after lunch. A higher energy level correlates to an increased level of attention. Teachers should take advantage of the times during the day when the students' energy levels are higher by teaching the most important material during these times. Provide adequate personal space for the student. More personal space reduces stress for a learner. Provide time at the end of a lesson to think about and discuss the topic. Understanding may not take place immediately, it may occur later. Processing time and reflection are vital to the learning environment.

Brain based learning stresses the importance of patterning, that is, the fact that the brain does not easily learn things that are not logical or have no meaning. Because our natural tendency is to integrate information, we resist learning isolated bits of information. Because the specifics of instruction are always tied to larger understandings and purposed, we believe teachers must help their students see the meaning of new information. We expect to seek teachers and students using stories and complex themes to link information and understanding. Brain based learning also stressed the principle that the ***brain is a parallel processor-it performs many functions simultaneously. Therefore, all meaningful learning is complex and nonlinear. This means that teachers must use all available resources necessary for dynamic learning environments.*** These environments can be linking to an artificial time schedule based to upon some general need for order to convenience. Instead, schedules should be tied to the actual time it takes a student to explore a point of view or to master a task. Teachers must overcome the natural preference for conveying information tied to clear directions and opportunities for students to do it right rather than to explore and experiment. We wanted to change assumptions about schools, learning, and teaching: to encourage teachers' own efforts to implement brain-based instruction. We hypothesized that ***if teachers had substantial opportunities to learn how they learn, everyone would move toward- brain based learning.***

Encoding is what happens when what you pay attention to meets the brain. It's influenced by two things: what you already know, and the sensory or emotional strength of what you're paying attention to. It's easy to learn new ideas when we can attach them to things we already know. Let's call this "prior knowledge." The richer our prior knowledge of a subject, the more connections we make to new material, the better we learn new material. So: want to learn more effectively? Make connections between what you're learning and what you already know. This is why it's best to learn things hands on, experientially. If we have no prior knowledge of a subject, we learn best by seeing, hearing, feeling, smelling and more. Describe knitting verbally, and we're lost, but put knitting needles in our hands and walk us through a pattern, and we learn. In this way, learning through experiences that involve novel or amplified sensory stimulation, that tug the heartstrings or stimulate the libido, or, perhaps best of all, are simply pleasurable and fun--these also enable strong encoding.

HOW DO TEACHERS BEST TEACH?

Here are some teaching strategies to help build executive function in your students.

- **PROVIDE OPPORTUNITIES TO APPLY LEARNING:** When you provide students with opportunities to apply learning -- especially through authentic, personally meaningful activities -- and then provide formative assessments and feedback throughout a unit, facts move from rote memory to become part of the memory bank. These opportunities activate the isolated small neural networks of facts or procedures, which then undergo the cellular changes of neuro plasticity that link them into larger neural circuits of related information. These extensive neural circuits integrate new information when they are simultaneously activated and when they recognize patterns in common. The expanding of related categories of information (Piaget's schema) through executive function activities will consolidate learning

into networks. These networks can be activated when students are prompted to use new learning to solve problems or create new products. This is the transfer process that further promotes network activation with the resulting neuro plasticity to construct long-term memory. Without these opportunities for strengthening, any memories learned by rote are simply pruned away from disuse after the test.

Introduce Activities to Support Developing Executive Function

Students need to be explicitly taught and given opportunities to practice using executive functions such as how to learn, study, organize, prioritize, review, and actively participate in class. Activities that can support executive function network development include comparing and contrasting, giving new examples of a concept, spiraled curriculum, group collaboration, open-ended discussions. Additionally, executive function is developed when students summarize and symbolize new learning into new formats, such as through the arts or writing across the curriculum. Authentic, student-centered activities, projects, and discussions will give students the opportunity to do the following:

- Make predictions
- Solve a variety of types of problems
- Pursue inquiries
- Analyze what information they need
- Consider how to acquire any skills or knowledge they lack to reach desirable goals

This type of student-prompted information and skill seeking strengthens students' attitude about the value of learning. When motivated to solve problems that are personally meaningful, students apply effort, collaborate successfully, ask questions, revise hypotheses, redo work, and seek the foundational knowledge you need them to learn. And they do this because they *want* to know what you *have* to teach. When students acquire desired facts, skills, or procedures to achieve authentic, valued goals, the information has a template (neural circuit) to which it can link. Foundational knowledge is not isolated. Learning is consolidated into related patterns, connected in neural networks of long-term conceptual memory, and available for retrieval and transfer to solve future problems and investigate new ideas.

Model Higher Thinking Skills

In planning instruction, consider how and when you will model these higher thinking skills and provide opportunities for students to activate their developing executive function networks throughout the learning process.

- **Judgment:** This executive function, when developed, promotes a student's ability to monitor the accuracy of his or her work, and to analyze the validity of information heard or read. Techniques such as estimation with feedback and adjustment, editing and revising one's own written work using rubric guidance, or evaluating websites using criteria to separate fact from opinion are examples of promoting the development of networks for judgment.
- **Prioritizing:** This executive function helps students to separate low relevance details from the main ideas of a text or topic of study. Prioritizing is the executive function that guides students when they plan an essay, select information to include in notes, and evaluate word problems in math for the relevant data. Prioritizing also promotes one's ability to combine separate facts into a broader concept with recognition of degrees of relevance and relatedness. Prioritizing networks will be activated as you guide students to organize, plan ahead, keep records of their most successful strategies, and use this information to make the most efficient use of their time.

- **Setting Goals, Providing Self-Feedback And Monitoring Progress:** Until students fully develop these pre-frontal cortex (PFC) executive functions, they are limited in their capacity to set and stick to realistic and manageable goals. As they develop these executive functions, they need guidance to recognize their incremental progress they make as they apply effort towards their larger goals. This is part of the “video game model” described in my previous blog
- **Prior Knowledge Activation and Transfer Opportunities:** Plan activities where students can relate what they know from past experiences to their current learning and tie it to the larger concept. When you provide learning experiences by which students can apply new learning to multiple applications, you promote the neural construction of larger conceptual networks that make the new information a valued tool and part of long-term memory. An example would be the use of the rules of magnetism and geographic facts to discover how to use a compass.
- **Metacognition:** Taking the time to plan learning contexts that are personally desirable often means going beyond the curriculum provided in textbooks. This is a hefty burden when you are also under the mandate of teaching a body of information that exceeds the time needed for adequate activation of prior knowledge and mental manipulation. When you plan for and teach with mental manipulation for executive function in mind, your students will come to recognize their own changing attitudes and achievements. When students begin to experience and comment on these insights, consider sharing the processes you used to create the instruction that they respond to positively. Describe your mental manipulation, challenges, and the executive functions you used to create something new as you found the authentic active learning opportunities that activated the students’ interest, perseverance, and higher levels of thinking.

These are teachable moments to promote student metacognition, where they can recognize their abilities to extend their horizons and focus beyond simply getting by with satisfactory grades. Help them make the connection that they can build their executive function of long-term goal-directed behavior when they choose to review and revise their work, even when it has been completed, rather than to be satisfied with “getting it done.” Your input helps students see the link between taking responsibility for class participation, proactive collaboration, and setting high self-standards for all class work and homework such that they can say, “I did all I could to do my best.”

- **Making the Case for Investing In Executive Functions:** As the caretaker of your students’ brains during the years of rapid prefrontal cortex development, you should consider how you can activate and guide the development of your students’ greatest resources -- strong executive functions. The opportunities you provide for mental manipulations using these critical neural networks are precious gifts. These tools will empower them to achieve their highest potentials and greatest satisfaction as they inherit the challenges and opportunities of the 21st century.
- **Time Well Spent:** Planning instruction and teaching units that activate executive function processing takes teacher and student time -- and it’s time that’s already severely taxed. However, that time is regained because the learning in these units is successfully retained in long-term memory and re-teaching time is vastly reduced. The first ones to notice the brain changes of learning that is mentally manipulated through executive functions may be your students. Beyond the increased engagement they experience through active learning, they will find it takes less time to review for tests beyond the unit test, such as a final exam. You’ll find that students, who previously didn’t have the growth mindset needed to stay with challenging lessons when understanding was not instantaneous, now persevere. But the “payoff” will be especially powerful when their teachers ask you the next year, “What did you do?? The students from your class actually remember what they learned last year.”

Now think what this means in terms of time. If you didn't have to re-teach "last year's material" you'd be getting all those weeks of time at the beginning of each unit. Thus the school that promotes instruction for the activation that is needed for development of strong tracts of executive function and long-term memory will build better brains for its students. These brains will retain learning in sustained, transferable, and retrievable long-term memory. Instead of the re-teaching previously required before new instruction can start, there will be weeks of "found time."

- **Take Care of Yourself:** In the professional learning communities I observe when I travel throughout the country I see dedicated professionals who chose to become educators because of their dedication to making a difference for all students. Teachers are drawn to their career choices for admirable reasons. Creativity, imagination, perseverance, and motivation endure in the educators I meet, even in these times of teacher blame and over-packed curriculum. It is critical that we prepare today's students with the executive function skill sets they will need for success in the globalized, information explosive and ever-expanding technologically progressive 21st century. Just as certain is the continued accountability by educators to teach the over-packed curriculum in the existing standards.

Teachers have to take the time to acknowledge any progress toward their goals. What I'm advocating regarding more activation of students' executive function networks may not provide you with immediate evidence of the changes you are promoting in their brains -- although it is highly likely you'll find behavior "management" problems decrease as engagement increases. They will have to use your executive function of resisting immediate gratification to persevere on the long-term goal of setting in motion the birth of dendrites and synapses to give your students the best chance of achieving their highest potentials of professional, social, and emotional joy, and success in the years to come.

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Chapter-3

Brain Based Learning

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ABSTRACT

All learning enters the brain through the senses. The subconscious mind needs to be on automatic pilot to process the enormous amount information from the world available through all the senses. Neuro imaging studies provide support for classroom strategies that operate on the brain's first sensory filter, a thin strip of brain tissue low down, just above the spinal column that determines what captivates attention. This primitive intake filter, called the reticular activating system (RAS), admits less than one percent of the sensory information available to it every second. Much like other mammals, the human RAS favors intake of sights, sounds, smells, and tactile sensations that are most critical to survival. The RAS is a virtual editor that grants attention and admission to things that have changed in the environment with priority to changes that signal threat. When threat is perceived, the RAS automatically selects related sensory input and directs it to the lower, reactive brain where the involuntary response is fight, flight, or freeze. If the change is assessed as not threatening, the RAS focuses on sights, sounds, movements, smells, and other changes that provoke curiosity or are recognized as potential sources of pleasure.

BRAIN-BASED EDUCATION

It's simple: it's the engagement of strategies based on how our brain works.

Brain-based education is actually a “no-brainer.” Here’s a simple, but essential premise: the brain is intimately involved in, and connected with, everything educators and students do at school. Any disconnect is a recipe for frustration and potentially disaster. Brain-based education is best understood in three words: engagement, strategies and principles. You must engage your learners and do it with strategies that are based on real science. How reputable is brain-based education? Harvard University now has both a master’s and doctoral degrees in this field, known as the “Mind, Brain and Education” program. There’s also a peer-reviewed scientific journal on brain-based education, which features research reports, conceptual papers, reviews, debates and dialogue. Now that I’ve reminded you that brain-based education is the “real deal,” there’s one more thing.

There is what you and I might call “macro strategies” and “micro strategies.” The micro strategies are very situation specific.

For example, when you are giving directions, only give one a time, because the brain needs time to process the location, the action and the qualities of the action (“Go find your teammates and wait quietly at your team stations.”). I provide these in our actual workshops because they require

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demonstration and context to maximize the understanding and transfer. Here, we'll focus on macro (the "big picture") strategies. These are the "biggies" that reap huge rewards. But you'll need to use your own experiences to customize them for your situation.

The Caines developed their 12 principles for brain-based learning in 1989 and have customized and developed them over the years. They recommend the following 12 principles for brain based learning: (Caine & Caine, 1991)

- **The brain is a parallel processor:** The brain ceaselessly performs many functions simultaneously. Thoughts, emotions, imagination, and predispositions operate concurrently and interact with other brain processes involving health maintenance and the expansion of knowledge.
- **Learning engages the entire physiology:** The brain functions according to physiological rules. Learning is as natural as breathing, and it is possible to either inhibit or facilitate it. In fact, the actual "wiring" of the brain is affected by our life and educational experiences.
- **The search for meaning is innate.** The search for meaning (making sense of our experiences) is survival-oriented and basic to the human brain. The brain needs and automatically registers the familiar while simultaneously searching for and responding to novel stimuli.
- **The search for meaning occurs through "patterning."** In a way, the brain is both scientist and artist, attempting to discern and understand patterns as they occur and giving expression to unique and creative patterns of its own. The brain resists having meaninglessness imposed on it.
- **Emotions are critical to patterning.** What we learn is influenced and organized by emotions and mindsets involving expectancy, personal biases and prejudices, self esteem, and the need for social interaction. Emotions and thoughts literally shape each other and cannot be separated.
- **Every brain simultaneously perceives and creates parts and wholes.** Although there is some truth to the "left-brain, right-brain" distinction, that is not the whole story. In a healthy person both hemispheres interact in every activity, from art and computing to sales and accounting. The "two-brain" doctrine is most useful for reminding us that the brain reduces information into parts and perceives holistically at the same time.
- **Learning involves both focused attention and peripheral perception.** The brain absorbs information of which it is directly aware, but it also absorbs information that lies beyond the immediate focus of attention. In fact, the brain responds to the entire sensory context in which teaching and communication occur. These "peripheral signals" are extremely potent.
- **Learning always involves conscious and unconscious processes.** Much of our learning is the result of unconscious processing. Moreover, it is the entire experience that is processed. That means that much understanding may NOT occur during a class, but may occur hours, weeks, or months later. We have (at least) two types of memory systems: spatial and rote learning. Our natural spatial/autobiographical memory system registers everything -- down to the details of your meal last night. It is always engaged, is inexhaustible, and is motivated by novelty. We also have a set of systems for rote learning, or recalling relatively unrelated information. These systems are motivated by reward and punishment. Thus, meaningful and meaningless information are organized and stored differently.
- **The brain understands and remembers best when facts and skills are embedded in natural spatial memory.** Our native language is learned through multiple, interactive experiences. It is shaped by internal processes and by social interaction.

- **Learning is enhanced by challenge and inhibited by threat.** The brain learns optimally – makes maximum connections – when appropriately challenged. But the brain “downshifts” – becomes less flexible and reverts to primitive attitudes and procedures -- under perceived threat.
- **Every brain is unique.** We all have the same set of systems, and yet we are all different.

Caine and Caine said that “Optimizing the use of the human brain means using the brain’s infinite capacity to make connections – and understanding what conditions maximize this process.” They identify three interactive and mutually supportive elements that should be present in order for complex learning to occur:

- **Relaxed alertness** - An optimal state of mind that we call relaxed alertness, consisting of low threat and high challenge. **Orchestrated immersion** - The orchestrated immersion of the learner in multiple, complex, authentic experience.
- **Active processing** - The regular, active processing of experience as the basis for making meaning.

According to Lackney, based on a workshop facilitated by Randall Fielding, there are 12 design principles based on brain-based learning research: (Lackney, 1998)

- **Rich-simulating environments**- colour, texture, “teaching architecture”, displays created by students (not teacher) so students have connection and ownership of the product.
- **Places for group learning** – breakout spaces, alcoves, table groupings to facilitate social learning and stimulate the social brain; turning breakout spaces into living rooms for conversation.
- **Linking indoor and outdoor places** – movement, engaging the motor cortex linked to the cerebral cortex, for oxygenation.
- **Corridors and public places** containing symbols of the school community’s larger purpose to provide coherency and meaning that increases motivation (warning: go beyond slogans).
- **Safe places** – reduce threat, especially in urban settings.
- **Variety of places** – provide a variety of places of different shapes, colour, light, nooks & crannies.
- **Changing displays** – changing the environment, interacting with the environment stimulates brain development. Provide display areas that allow for stage set type constructions to further push the envelope with regard to environmental change.
- **Have all resources available** – provide educational, physical and the variety of settings in close proximity to encourage rapid development of ideas generated in a learning episode. This is an argument for wet areas/ science, computer-rich workspaces all integrated and not segregated. Multiple functions and cross-fertilization of ideas are primary goal.
- **Flexibility** – a common principle in the past continues to be relevant. Many dimensions of flexibility of place are reflected in other principles.
- **Active/passive places** – students need places for reflection and retreat away from others for intrapersonal intelligence as well as places for active engagement for interpersonal intelligence.
- **Personalized space** – the concept of home base needs to be emphasized more than the metal locker or the desk; this speaks to the principle of uniqueness; the need to allow learners to express their self-identity, personalize their special places, and places to express territorial behaviours.
- **The community-at-large** as the optimal learning environment – need to find ways to fully utilize all urban and natural environments as the primary learning setting, the school as the fortress of learning needs to be challenged and conceptualized more as a resource rich learning centre that supplements life-long learning. Technology, distance learning,

community and business partnerships, home-based learning, all need to be explored as alternative organizational structures for educational institutions of the present and future

B: Brain's Time Clock

The human brain runs on 90 to 120 cycles called ultrafine rhythms, which influence attention, interest, cognition, memory, visual perception, arousal, performance, moods, and behavior. To accommodate these cycles, it is important to vary instructional activities and spend no more than 12 to 15 minutes of focused attention on passive learning.

R: Repetition

Don't expect your learners to go through content once, pass the assessment and remember it forever. Repetition of information strengthens connections in the brain and the brain encodes information most efficiently when content is repeated in multiple ways. Therefore, the most effective eLearning courses repeat information through a variety of ways such as video, images, charts, before and after modules and graphic organizers. Review of information should happen at **gradually lengthening intervals** as this reinforces neuronal connections. The more practice students have, the stronger these connections become; however, it is essential that practice be interesting.

There are a few approaches designers can use to create effective eLearning courses:

- **Pre-exposure** - providing hints about the learning topics days, weeks, or months in advance.
- **Previewing**- clear exposure to content before a lesson such as through an overview.
- **Priming**- direct exposure to content.
- **Reviewing**- recapping of learned material.
- **Revising** - checking that students have learned material correctly.

A: Active Learning

Rather than allowing learners to become passive recipients of information, eLearning professionals need to get students actively involved through physical or mental performance. When people learn by doing, they become energized, they stick with the content, and they learn more. This increases the blood flow around the body, improving learners' memory, retrieval, and confidence. Low energy levels are unavoidable if students remain seated for long periods of time. In eLearning environments, role play, energizing online discussions and quick games can all add sensory stimuli to raise blood pressure and epinephrine levels to eliminate drowsiness, reduce restlessness, and reinforce information. Allowing learners to do some exercises on their own to better understand abstract ideas, write an essay or work with an interactive simulation are also helpful strategies.

I: Images

The brain responds best to visual content: of all the information it absorbs, around 80 to 90 percent is visual. Studies on memory have found that one of the easiest ways to ensure that learners store information in their long-term memory is to pair concepts with meaningful images. Visuals help people make sense out of the content and direct attention, increasing the possibilities that the learners will remember. This implies that eLearning designers would do best to match chunks of text with graphics, diagrams, and videos whenever possible.

N: Novelty

When learners see something new, dopamine levels increase in the brain as students know the stimuli has the potential to reward them in some way. This motivates learners to seek out the reward. There are a huge number of opportunities to introduce novelty in eLearning courses simply by being creative; for instance, developers can use fresh examples, surprise learners with new data or present a scenario that's completely unpredictable. Or, even engage students through games and simulations that require learners to apply the information in unfamiliar contexts.

B: Be Colorful

As color connects neuropath ways, people remember colors better than verbal or textual cues alone; for instance, The Institute for Color Research – now called Color Matters, confirmed that color can improve learning from 55 percent to 78 percent as well as comprehensive by as much as 73 percent. Additionally, humans exhibit different reactions according to the wave lengths of color. Yellow and pink can improve memory, green and blue help students relax and lead to increased concentration, red leads to a release of adrenaline and can be aggravating. Researchers have found that blue or black on a white background is the best for overall comprehension and retention.

A: Automatic Learning

Scientists believe that around **95** percent of learning is non-conscious, which means non-verbal communication is of central importance in eLearning courses. Designers need to create a positive environment with sufficient resources and stimuli where students will enjoy learning.

E-Learning designers need to be curious about how their material can trigger the unnoticeable or subtle aspects of your learners' experience. After all, while the conscious mind is analytical and rational, the unconscious mind follows no logic.

S: Social Brain

Recent neuroscience research underlines the brain's inherently social nature. Humans are social animals, and working together can enhance learning. Effective eLearning courses should include plenty of opportunities for social interaction that enables learners to increase their comprehension and retention of new information. Include places on your course for learners to be social, whether it is a blog with comments, a chat or a forum.

E: Elicit Emotions

Emotions are pivotal to attention, perception, memory, and problem solving. When the amygdale, the emotional part in the center of the brain, notices that content has a high emotional value, it considers this material to be more important. Learners remember these stimuli more easily. Storytelling is one of the best ways to evoke emotions such as risk, excitement, urgency, and pleasure. Plus, stories have the added benefit that their structure makes sense to the hippocampus and this helps students store this content.

D: Develop Thinking Skills

Including problem solving in eLearning makes content more relatable to the real world. Effective eLearning courses often allow students to gather information, conceptualize a problem, generate possible outcomes, and publicly present the final results.

CONCLUSION

Brain-based learning is a way of activating all the parts of the brain during the learning process. Schools who have implemented brain-based teaching and learning have shown increases in student achievement over a period of time. Effective teachers use brain-based techniques to keep students actively engaged in the learning process. When students are actively engaged in the learning process, both hemispheres of their brains can be activated to increase learning. While most students prefer one learning style, modality, or hemisphere over the other, activating both left-brain and right-brain activities can increase student achievement. Teachers also must recognize their own learning preferences and adjust their lessons to reach both types of learners. Research has shown brain-based strategies to be effective, engaging, and exciting in the education environment. Many strategies, including whole brain teaching, can and should be employed in the classroom to activate the brain and increase learning in students.

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Chapter-4

Transformational Twist on Learner Centered Teaching

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ABSTRACT

Education is a powerful tool to bring personal and social transformational for developing a transformative mind set. Approaches of Indian philosophers, as Swami Vivekananda, Sri Aurbindo Gosh, Rabindra Nath Tagore and Mahatma Gandhi on education, are dynamic and meaningful which reflect upon the holistic aspects of realities of peoples' social and personal learned can be evolved. Actual transformation means a substantial upheaval in education that transform frame of references i.e. assumptions of though which we understand our experiences which selectively shape and delimit expectations, perception, cognition and feeling based on changed perspective action and behaviour.

LEARNER CENTRED TEACHING

There has been a growing awareness of needs of learner at this time of globalization and increasing sources of Hi-tech and electronic means of communication. Teaching is developmental processes which help learners to move from less to more. Important goal of education is to make the student as self reliant. To address the nation's education, social and economic future a nationwide education transformation design is required which should be integrated with digital learning across rural and urban regions to fulfill the dream of Universalization of education and inclusive education. Many possibilities exists that are not often implement even though they could make the learner centered teaching more effective by providing a variety of experiences Once there is a genuine desire for improvement, there can be several directions of reforms in existed teacher education program as-

- (i) **APPROACHES OF LEARNING:** Convergent and divergent learning are common approaches. Convergent approach is teacher centered and based on banking system of teaching. Very narrow space is given to students as this approach is not flexible. Divergent approach is flexible where teachers act as facilitator. This approach is does not work where students continuously need direction, help and guidance of teachers.
A bridged-guided approach of learning is required which is less narrow than convergent and more structured and less flexible than Divergent approach.
- (ii) **DEVELOPING PROFESSIONAL SKILLS:** In teacher education program practical professional skill is widely noted to need elaboration. It is found that in whole chain of program this part

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is weakest for it learner centered activity based teaching. Methodologies should be used. Focus should be given on innovative techniques.

- (iii) **CLIMATE OF EXCELLENCE:** Practical activities are important activities for pre-service teachers to gain real experiences of teaching learning process, so climate of excellence should be created during internship program.
- (iv) **INTERDISCIPLINARY CURRICULUM:-**The Curriculum should be uniform based on national goal of education. It should be integrated with multilingual, geographically and culturally diverse needs of learners. It can be integrated around topics that reflect the pattern, interaction and inter dependencies of different fields
- (v) **COOPERATIVE LEARNING:-**Cooperative learning is that process by which not only learning process become effective, but concepts clearly understood. Social skills like cooperation, adaptation, tolerance respect to others opinion process of healthy argument etc are also developed among learner. It helps in making them self-reliant, confident and active.
- (vi) **SKILL DEVELOPMENTAL FOR ADAPTATION:-**The Curriculum we envisage would go beyond conventional achievement to emphasize creative and productive sociably valuable work and like work. It helps to interact adaptively in specific cultural environment. Sociably valuable skills help in developing emotional health and emotional wellbeing.
- (vii) **COMMUNICATION SKILLS-** To make teaching learning environment effective verbal and non-verbal communication skills are very important. Communicating, Previewing and reading social cues are such social skills which help in solving problems of teaching as well as learning process.
- (viii) **FOSTER INTELLECTUAL OPENNESS:-**To make transformative education program effective environment should be cordial, students should feel themselves safe and free to make mistake without embarrassment and free to test imaginative hypotheses.
- (ix) **CULTIVATE CRITICAL AND REFLECTIVE THINKING:-**Students should get opportunities to reflect learning process and to evaluate evidences, explain techniques and procedures for problem solving and develop.

How Does The Classroom Environment Promote Interaction Among Learners-and How do you Operate In That Environment?

Student-centered classrooms are big on collaboration, which means they don't usually have rows of desks facing a teacher lectern or desk. Instead, desks or tables are arranged so that it's easy for students to collaborate on projects or on analyzing readings (rather than listening to lectures). And whether teachers are leading lessons on protein synthesis or the issues leading up to a world conflict, we make the most of these possibilities.

Teacher strength: giving up absolute control. The teacher becomes a participant and co-learner in discussion, asking questions and perhaps correcting misconceptions, but not telling learners what they need to know.

What Kind of Assessments do you use?

Student-centered assessments ask open-ended questions that force learners to reflect and synthesize what they have learned. They demand that students access higher orders of thinking. For example, traditionally, students might learn about velocity by reading (or listening to a lecture), completing worksheets, and then answering multiple-choice questions. But if a student maps a local

route and tracks the time for different legs of a journey, they can determine average velocities for each segment of a journey. The data will be individualized, as will the route and the calculations. Assessment can be a creative product and process that involves student choice.

Teacher strength: valuing student engagement over convenience. It's easier to scan a bubble test, or run it through a script like **Flubaroo**. But these assessments do not tell us nearly as much about critical thinking or students' progress toward the Common Core State Standards. Creating and completing meaningful assessments is hard (but worthwhile) work for both teacher and students.

How do you Respond to A Lack of Buy-In?

No matter how well-intentioned we may be about student engagement, we sometimes miss the mark.

This past week, when studying sound waves, my 9th grade science students created instruments like flutes, pan pipes, wind chimes, and water bells, all tuned to specific frequencies. For the first time in years, kids didn't care for this assignment, but I noticed they loved using **Audacity** to record their instruments. Even after completing the day's assignment, they kept looking at different tools in the program.

I thought about it on the way home and the next day I shifted gears. The original plan had been to continue our study of frequency, wavelength, and sound concepts by creating a class concert (as in years past). But instead, I decided to ask students to explore auto tune and show choir mash-ups, studying the same concepts. Students still recorded songs using software, changed the sound characteristics, and played the resulting jams for one another.

Teacher strength: honoring student passion and interest. Both approaches would have taught my students what they needed to know about sound. But learning must matter to the learner; in this case, I realized my students were less interested in creating their own instruments than in understanding how technology can influence personal musical taste. To activate this strength takes flexibility, resourcefulness, sensitivity to student needs, and a deep understanding of content all of which require even the most experienced teacher to stay on his or her toes.

Which is More Important to you: Compliance or Knowledge?

Occasionally we come across learners who drive most of their teachers crazy. They text on the sly, don't hand in homework, read unrelated books during class time. Backing them into a corner is an understandable reaction: "Dude, you're in my class to do my work." It can be almost infuriating when this learner takes the test and aces it: He or she understands the content and is competent at what you have to offer. What happens when you meet these learners? Does a yearlong power struggle begin. ...or do you rethink your plans, looking to online resources like **MIT Open Courseware** to challenge even your most advanced learners?

Teacher strength: admitting you do not have the market cornered on knowledge. The truth is that 21st-century learning is focused more on creation and critical thinking than on compliance. Most of us were formed in a teaching crucible that emphasized our wisdom and students' compliance. Shifting our perspective means that students take on more active roles as learners and that our roles change, too. We must decide whether to think and act as facilitators who empower (and learn from) our students or as the people guarding the vault.

If Learners Weren't Required to Come to your Class, Would They?

Ask yourself this difficult but honest question: Is there joy in the journey we are taking together? It's one of the most difficult tasks in teaching, because it asks us to consider the learner as a part of our community, rather than just a mind to fill. Asking this question and responding to the answer requires a combination of flexibility, humor, and the ability to try new things, fail, and laugh when things work out. . . and when they don't.

Teacher strength: developing healthy relationships with learners. You've heard all the warnings before: Don't let them see you smile, don't communicate with them via social media, and don't let them know that you aren't the expert. But it just doesn't work that way in our own lives. If we sincerely believe in lifelong learning and commit to modeling it, we'll be honest with one another, cajoling, encouraging, and mentoring with challenging and appropriate dialogue.

Learner-Centered Teaching Engages Students in The Hard, Messy Work of Learning.

I believe teachers are doing too many learning tasks for students. We ask the questions, we call on students, and we add detail to their answers. We offer the examples. We organize the content. We do the preview and the review. On any given day, in most classes teachers are working much harder than students. I'm not suggesting we never do these tasks, but I don't think students develop sophisticated learning skills without the chance to practice and in most classrooms the teacher gets far more practice than the students.

Learner-Centered Teaching Includes Explicit Skill Instruction.

Learner-centered teachers teach students how to think, solve problems, evaluate evidence, analyze arguments, generate hypotheses—all those learning skills essential to mastering material in the discipline. They do not assume that students pick up these skills on their own, automatically. A few students do, but they tend to be the students most like us and most students aren't that way. Research consistently confirms that learning skills develop faster if they are taught explicitly along with the content.

Learner-centered teaching encourages students to reflect on what they are learning and how they are learning it.

Learner-centered teachers talk about learning. In casual conversations, they ask students what they are learning. In class they may talk about their own learning. They challenge student assumptions about learning and encourage them to accept responsibility for decisions they make about learning; like how they study for exams, when they do assigned reading, whether they revise their writing or check their answers. Learner-centered teachers include assignment components in which students reflect, analyze and critique what they are learning and how they are learning it. The goal is to make students aware of themselves as learners and to make learning skills something students want to develop.

Learner-centered teaching motivates students by giving them some control over learning processes.

I believe that teachers make too many of the decisions about learning for students. Teachers decide what students should learn, how they learn it, the pace at which they learn, the conditions

under which they learn and then teachers determine whether students have learned. Students aren't in a position to decide what content should be included in the course or which textbook is best, but when teachers make all the decisions, the motivation to learn decreases and learners become dependent. Learner-centered teachers search out ethically responsible ways to share power with students. They might give students some choice about which assignments they complete. They might make classroom policies something students can discuss. They might let students set assignment deadlines within a given time window. They might ask students to help create assessment criteria.

Learner-centered teaching encourages collaboration.

It sees classrooms (online or face-to-face) as communities of learners. Learner-centered teachers recognize, and research consistently confirms, that students can learn from and with each other. Certainly the teacher has the expertise and an obligation to share it, but teachers can learn from students as well. Learner-centered teachers work to develop structures that promote shared commitments to learning. They see learning individually and collectively as the most important goal of any educational experience. When a classroom operates with student-centered instruction, students and instructors share the focus. Instead of listening to the teacher exclusively, students and teachers interact equally. Group work is encouraged, and students learn to collaborate and communicate with one another.

Students learn important communicative and collaborative skills through group work. Students learn to direct their own learning, ask questions and complete tasks independently. Students are more interested in learning activities when they can interact with one another and participate actively. Students develop learning and other skills and gain meaningful knowledge that will help them throughout life. It can help to build social skills and self-esteem. And also students gain more emotional and cognitive support from their peers.

The relationship between rights and responsibilities is learned. Students discover that learning is interesting and fun. Teachers have less traditional work to do. Students are more attentive and willing to participate in the class. Complaints about irrelevance and unfairness decrease. Reports and papers generated by students increase a teacher's collection of useful information. The pupil has more of an active role to play in their learning. Students can adapt the way they learn, to make their studies more effective. The ideal situation for this type group work is that weaker students should be placed with more able students to act as scaffolding. Students work on projects or problems in teams with both personal and team accountability for conceptual understanding. Students work together in achieving goals by upholding the norms of the group. Students are actively helping and motivating spirit to succeed together. Active role as peer tutors to further enhance the group's success. Transformational learning process emphasizes on inquiry approach, critical thinking, high order thinking, communication skills and ability to test. It provides challenges tasks to learners for real experiences of learning and teaching process and keep away them from banking system of teaching.

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Chapter-5

Reconceptualization of Education System

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ABSTRACT

The idea that one completes one's education – majoring in one field to prepare for a specific career and then leaving school to work until retirement – is obsolete. Educational institutions will need to transform themselves fundamentally to incorporate a new convergent culture that unites all fields while providing personalized instruction to meet the individual needs of each person, as those needs evolve over the lifetime. The new culture will be shared by new ecosystems of teachers and learners whose interactions will extend beyond the classroom to incorporate perspectives from all sectors of society. This chapter introduces a multi-dimensional framework for developing and sustaining a convergence culture in education.

COMPETENCY-BASED EDUCATION

Competency-based education has become a hot topic in higher education circles these days -it is becoming increasingly popular as the country searches for ways to improve college affordability and more accurately measure student learning. There are almost as many institutions claiming to have competency-based education as there are definitions, so it seems worthwhile to define what competency-based learning is and how it can benefit higher education. What is competency-based education and what makes it different?

The most important characteristic of competency-based education is that it measures learning rather than time. Students progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes. While more traditional models can and often do measure competency, they are time-based courses last about four months, and students may advance only after they have put in the seat time. This is true even if they could have completed the coursework and passed the final exam in half the time. So, while most colleges and universities hold time requirements constant and let learning vary, competency-based learning allows us to hold learning constant and let time vary.

We know two things about adult learners -they come to higher education knowing different things, and they learn at different rates. Competency-based education recognizes this reality and matches the education to the student.

Unlike a one-size-fits-all approach, it allows adults to come back to college and apply what they've learned, either through formal education or their work and life experience. They can move quickly through material they already know and focus on what they still need to learn. For many, this means that they can accelerate their progress toward a degree, saving both time and money.

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Implemented effectively, competency-based education can improve quality and consistency, reduce costs, shorten the time required to graduate, and provide us with true measures of student learning. We must:

1. Measure student learning rather than time.
2. Harness the power of technology for teaching and learning. Computer-mediated instruction gives us the ability to individualize learning for each student. Because each student learns at a different pace and comes to college knowing different things, this is a fundamental requirement of competency-based education.
3. Fundamentally change the faculty role. When faculty serve as lecturers, holding scheduled classes for a prescribed number of weeks, the instruction takes place at the lecturers' pace. For most students, this will be the wrong pace. Some will need to go more slowly; others will be able to move much faster. Competency-based learning shifts the role of the faculty from that of "a sage on the stage" to a "guide on the side." Faculty members work with students, guiding learning, answering questions, leading discussions, and helping students synthesize and apply knowledge.
4. Define competencies and develop valid, reliable assessments. The fundamental premise of competency-based education is that we define what students should know and be able to do, and they graduate when they have demonstrated their competency. This means that we have to define the competencies very clearly. Getting industry input is essential to make sure that we've identified relevant competencies. Once the competencies are established, we need experts in assessment to ensure that we're measuring the right things.
5. The benefits of this competency-based approach have been recognized by policy makers and influencers in higher education. While policy makers are praising competency-based education, not enough is being done to ensure that our rules and regulations support it. For example, financial aid rules are generally based on seat time, and accreditation requirements tend to focus on reviews of faculty credentials, course materials, and time measures rather than what students are learning. Moving competency-based education into the mainstream will require a fundamental change in the way we look at higher education in America, but the improvements we will gain in student learning, efficiency, and affordability will be worth it.

IMPORTANCE OF KNOWLEDGE OR CONTENT

While a goal we often hear is for our students to create knowledge; we must scaffold and support this constructivist process. The knowledge we give them forms the foundation of their learning cycle or process. We need to teach knowledge or content in context with the tasks and activities the students are undertaking. Our students respond well to real world problems. Our delivery of knowledge should scaffold the learning process and provide a foundation for activities. As we know from the learning pyramid content or concept delivered without context or other activity has a low retention rate.

THINKING SKILLS

Thinking Skill is a key. While much of the knowledge we teach may be obsolete within a few years, thinking skills once acquired will remain with our students for their entire lives. Industrial age education has had a focus on Lower Order Thinking Skills. In Bloom's taxonomy the lower order thinking skills are the remembering and understanding aspects. 21st Century pedagogy and learning focuses on moving students from Lower Order Thinking Skills (LOTS) to Higher Order Thinking Skills (HOTS). The 21st Century Teacher scaffolds the learning of students, building on a basis of

Knowledge recall and comprehension to use and apply skills; to analyze and evaluate process, outcomes and consequences, and to make, create and innovate.

REMEMBERING

While the recall of knowledge is the lowest of the taxonomic levels it is crucial to learning. Remembering does not necessarily have to occur as a distinct activity for example the rote learning of facts and figures. Remembering or recall is reinforced by application in higher level activities.

The following are some of the key terms for this aspect.

- Recognizing
- Listing
- Describing
- Identifying
- Retrieving
- Naming
- Locating
- Finding

Retrieving, recalling or recognizing knowledge from memory. Remembering is when memory is used to produce definitions, facts or lists, or recite or retrieve material. Key to this element of the taxonomy in a digital medium is the retrieval of material. The growth in knowledge and information means that it is impossible and impractical for the student (or teacher) to try to remember and maintain all of the current relevant knowledge for their learning.

UNDERSTANDING

Understanding builds relationships and links knowledge. Students understand the processes and concepts and are able to explain or describe these. They can summarize and rephrase these into their own words. There is a clear difference between remembering, the recall of facts and knowledge in its various forms like listing, bullet points, highlighting etc., and understanding, constructing meaning. One only has to look at the young child who can count from 1 to 10 but cannot tell you how many fingers you are holding up. Or the student who can recite for you the first 20 elements of the periodic table in sequence but cannot tell you about each or relate their position in the table to the number of electrons in the outer shell and from there explain their behaviour. Both of these are examples of recall without understanding. Understanding is building relationships and constructing meaning.

The following are some of the key terms for this aspect

- Interpreting
- Summarizing
- Inferring
- Paraphrasing
- Classifying
- Comparing
- Explaining
- Exemplifying

USING MIND MAPPING FOR UNDERSTANDING AND BEYOND

Mind mapping technique are powerful tools for student learning. They can be used in a wide variety of different subjects and curriculum areas, in collaborative or individual settings. Over time there

have been a number of different templates and models developed to facilitate analysis, understanding, to build relationships and plan.

Concept maps, based around a focusing question or term can be used to map “cause and effect” term and definition and process & outcome. These techniques help to structure understanding by developing meaning.

COLLABORATING USING E TOOLS

1. The student makes little appropriate use of the Collaboration features of the tool the tools are often distracting or inappropriate. The student has done little preparation of material. The student used some communication features of the tool like “hands up”, emotions, applause, microphone or chat etc. The use of these tools may be inappropriate. The user interrupts or over rides other conversations and adds comments that are not related to the topic of discussion. The user shows little confidence in their use of the tool.
2. The student makes some limited use of the Collaboration features of the tool like screen shots and captures, websites, chat, voice, presentations, recording, video and file upload/sharing. The use of these features is mostly appropriate. The student has prepared some material. The student has sourced information from a few different information sources (web based, presentation tools, text, voice, video etc.) to share and use. The student uses most of the communication features of the tool like “hands up”, applause, microphone etc., in an appropriate manner. The user shows some confidence in their use of the tool.
3. The student makes appropriate use most of the different Collaboration features of the tool to enhance and facilitate discussion, this would include (where appropriate) screen shots and captures, websites, chat, voice, presentations, recording, video and file upload/sharing. The student has prepared the material. The student has sourced information from a several different information sources (web based, presentation tools, text, voice, video etc.) to share and use. The student is appropriate in the use of communication features of the tool like “hands up”, applause, microphone etc. The user is confidence in their use of the tool.
4. The student makes full and appropriate use of the different Collaboration features of the tool to enhance and facilitate discussion, this would include (where appropriate) screen shots and captures, websites, chat, voice, presentations, recording, video and file upload/sharing. The student has fully prepared the material and the student has sourced information from a variety of different information sources (web based, presentation tools, text, voice, video etc.) to share and use. The student has considered the abilities of the other users and the potential limitations of their connections so the content is available to all. The student is appropriate in their use of communication features of the tool like “hands up”, applause, microphone etc. The use of these features enhances conversation and facilitates sharing. The user shows confidence in their use of the tool and supports other in their usage.

CONCEPTUAL UNDERSTANDINGS OF INCLUSIVE EDUCATION IN INDIA

Although it may not be appropriate to judge the adoption of a northern concept in the South from a northern perspective, hasty use of such globalised terminology without engaging with the thinking behind it may present no more than empty rhetoric, whatever the context. Signal clearly perceives inclusive education as “...a concept that has been adopted from the international discourse, but has not been engaged with in the Indian scenario.” Many

interviewees concurred with the opinions reflected in government documents that inclusion is about children with special needs, as reflected by a disabling condition. A handful of others argue that inclusive education should not be limited to children with disabilities, as it holds relevance for all marginalized groups.

Indian understandings of disability and educational needs are demonstrated through the interchangeable use of several English terms which hold different meanings in the north. For example, children with special needs or special educational needs tend to be perceived as children with disabilities in India, as demonstrated by Mukho Padhyay and Mani's views on 'Education of Children with Special Needs' in a NIEPA government-funded research report which solely pertains to children with disabilities. In contrast, the intention of Mary Warnock's term 'special educational needs', coined in the UK in 1978, was to imply that any child, with an impairment or not, may have an individual educational need at some point in their school career (e.g. dyslexia, or language of instruction as a second language) which the teacher should adapt to. This further implies that a child with a disability may not have a special educational need while their able-bodied peers could.

In addition, despite the 1987 Mental Health Act finally separating the meaning of learning disability from that of mental illness in India, there is still some confusion in understanding, with the 1995 Persons with Disabilities Act listing both mental retardation and mental illness as categories of disability. Ignorance and fear of genetic inheritance adds to the societal stigma of both. 'Inclusive' and 'integrated' education are also concepts that are used interchangeably, understood as the placement of children with disabilities in mainstream classrooms, with the provision of aids and appliances, and specialist training for the teacher on how to 'deal with' students with disabilities. There is little engagement with the connotations of school, curriculum, and teacher flexibility for all children. These rigid, categorical interpretations of subtly different northern concepts are perhaps a reflection of not only the government tendency to categorize and label but also a cultural one, most explicitly enforced through the rigidly categorized caste system.

CONCLUSION

In spite of profound changes in society, real reforms regarding the focus of education or the methods used have been slow to take hold in educational systems around the world particularly regarding the use of technology for teacher professional learning purposes. Problem In spite of profound, rapid changes in society, real reforms regarding the focus of education or the methods used have been slow to take hold in educational systems around the world (Fullan & Miles 1992). The emphasis on communication within teams and thinking/learning indicate that the critical skills required of citizens are profoundly different than just a few short decades ago. A few years earlier, Goldman-Seagall (1998) suggested that schools should be transformed into places where rich, ill-defined, 'real-world' problems can be examined using emerging technologies as a way of re-instilling motivation for learning. Added to this, in the rapidly expanding realm of E-Learning, This study endeavors to respond to these demands by examining the effects of problem-based online learning when combined with video case structures on the professional development of teachers. Environments that aim to bring real-world problems to classrooms hold the promise of enabling teachers to restructure their thinking about the nature of knowledge and consequently consider changing their teaching practices. By modifying and transferring theoretical constructs about learning developed in face-to-face environments to an online environment, the research team attempted to determine whether the concept of problem-based learning (PBL) can be achieved

online with the use of a different type of learning object and whether the use of such would present certain barriers.

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Chapter-6

Ensuring Academic Achievement Through Different Learning Styles

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ABSTRACT

Learning styles make an important component in the learning environment. Experts assert that individuals enjoy various learning styles. In many cases what is being taught has a less impact on learners' achievement than the way materials are presented. Students have different strengths and preferences in the ways how they take in and process information which is to say, they have different learning styles. Some prefer to work with concrete information (experimental data, facts) while others are more comfortable with abstractions (symbolic information, theories Mathematical models). It is common to describe and classify unique styles in many domains. Moreover, the learning styles framework does not change with subjects, where it actually plays an important role across all the subjects. Therefore, the article here suggests avenues of future research to understand this phenomenon.

It is commonly believed that learning styles are not really concerned with "what" learners learn, but rather "how" they prefer to learn and it is also an important factor for students' academic achievement and attitudes.. For example, there are various architectural styles that may be classified by elements of form, material, time period, and indigenous geographic region. Similarly, there are many distinct literary styles, classified by form, genre, and technique. However, style is not a term that is particularly well-associated with the processes that comprise the complex mechanism of individual learning.

It is known that learning processes vary from person to person due to the presence of biological and psychological differences. As Pask (1988) points out more than three-fifths of a person's learning style is biologically imposed. Moreover, Reiff (1992) states that all learners have individual attributes relating to their learning processes. Sitt-Gohdes (2001) also holds that most teachers teach the way they have already learned. These might have caused the frustration of a good number of learners as they witness that their learning preferences are not accounted for by many teachers. The case is more serious in a context where students come from diverse educational experiences and with different cultural backgrounds. Compared to the extensive work done on methods and instructional activities, one vital area often neglected is the exploration of learning styles in the classroom.

According to Keefe and Ferrell (1990), learning problems are frequently not related to the difficulty of the subject matter but rather to the type and level of the cognitive processes required to learn the material. Additionally, Dunn (1983) found that dramatic improvement in students' achievement in cases where learning styles have been taken into account show that the way things are taught had

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a greater impact than the content covered in a course of study. It is believed that when teachers are able to analyse the differences and needs of their students, the educational process is likely to become optimized for both students and teachers (Fairhurst & Fairhurst 1995).

Learning styles are among the concepts that are postulated by researchers to show learners' differences and varied needs. A learning style is defined as the characteristics, strengths and preferences in the way how people receive and process information (Felder & Silverman, 1988; Allinson & Hayes, 1996; Felder & Brent, 2005; Hsieh et al., 2011). It refers to the fact that every person has his or her own method or set of strategies when learning (Schemeck 1988; ChanLin, 2009; Ford & Chen, 2000; Weinstein, 1996). Learning styles are not di-chotomous (black or white, present or absent). Learning styles generally operate on a continuum or on multiple, intersecting continua (Ehrman, 1996; Dunn, 1983; Reid, 1995; McDermott & Beitman, 1984).

There are many debates within the higher education community on how teaching or teaching effectiveness may be defined, for instance, defining effective teaching as "that which produces beneficial and purposeful student learning through the use of appropriate procedures including both teaching and learning in their definition", and defining effective teaching as the "creation of situations in which appropriate learning occurs; shaping those situations is what successful teachers have learned to do effectively". Learning styles are generally considered as characteristic, cognitive, affective, and psychological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to a learning environment.

DIFFERENT LEARNING STYLES

- **Introductory Activity:** Learning is reflected in the way we respond to environmental, social, emotional and physical stimuli, to understand new information. Learning style is defined as the way that information is processed. It focuses on strengths, not weaknesses. There is no right or wrong learning style. Most children show a preference for one of the following basic learning styles:

Descriptions of learning styles		
Visual	Kinesthetic/tactile	Auditory
Picture	Gestures	Listening
Shape	Body movements	Rhythms
Sculpture	Object manipulation	Tone
Paintings	Positioning	Chants

It is not uncommon to combine the primary and secondary learning styles.

Ask yourself and your child what comes to mind when you hear the word dog. Some people see a picture of the animal; hear a bark, while others visualize the animal dog. Those who see a picture of a dog in their minds eye or see the letters are probably visual. While those who hear the bark, are probably auditory learners. Those who feel the soft fur of a dog are probably kinesthetic. Parents also show a preference for one of these learning styles. It is not unusual for parents to prefer a different style of learning than their child. In order to work effectively with your child it is important to understand your own learning style.

- **Visual Learning Style:** Learners learn by watching. They call up images from the past when trying to remember. They picture the way things look in their heads. Forty percent of secondary students fall into this category.

- **Activity:** Spell words suitable to your child's reading level. After spelling the word(s), write the answer(s) and check your dictionary for the spelling and spell the word(s) out loud. Example: If new spelling words are presented by calling out the letter, visual learners would not be able to picture the word, if however, they are printed on a blackboard in addition to being said out loud, visuals would see the way the word looks so they could remember it more easily.
- **Auditory Learning Style:** Learners tend to spell phonetically. They can sometimes have trouble reading, because they don't visualize well. These students learn by listening and remember facts when they are presented in the form of a poem, song or melody.
- **Kinesthetic Learning Style:** Learners learn best through movement and manipulation. They like to find out how things work and are often successful in the practical in the arts, such as carpentry or design. These students make up 50 percent of secondary students and have difficulty learning in a traditional setting. Kinesthetic learners might remember better by manipulating letter blocks to make the word as for the primary student. Creating a word poem or crossword puzzle could be used for the secondary student.

Knowing your child's preferred learning style can help you interest a child in new material. With this information you can also learn which style your child needs to strengthen because of the way most information is presented in school. Only 10 percent of secondary students learn best auditory, but 80 percent of instructional delivery is auditory. You may have found that you use different learning styles in different situations. Your child does the same. If your child is having difficulty in school you might want to explore the way that information is being presented in school and approach the subject with your child at home using a different learning. It may also be advisable to discuss this with his/her teacher.

ROLE OF ENVIRONMENT

Another consideration is the environment in which people learn best. While tradition tells us to have a quiet room, well lit with a straight back chair, some children learn best in a more chaotic environment. Loud music, laying on the bed and a dimly lit environment may be the best study situation for others.

Trying different methods of learning may prevent the children from feeling frustrated and inadequate when they are not able to work up to their potential. Experimenting with different learning styles and environments may improve the child's accomplishments and feelings of achievement. Every learning environment may attempt to raise successful students, but will not achieve the desired results if several essential elements are not considered in the instructional design process. These elements can be classified interior and exterior conditions. Learner characteristics, items of the interior conditions such as learning style, age, maturity level, interest are essential in designing learning environments process.

LEARNING STYLES AND ACADEMIC ACHIEVEMENTS

There have been many attempts made to enhance students' academic achievements. It has always been the main concern of many dedicated teachers and parents that their students and children be as much successful as possible. In relation to this, many teachers are convinced that students need the positive attitude to succeed academically. Often, one's learning style is identified to determine strengths for academic achievement. Dunn, Beaudry and Klavas (1989) assert that

through voluminous studies, it has been indicated that both low and average achievers earn higher scores on standardized achievement and attitude tests when they are taught within the realm of their learning styles. Chuah Chong-Cheng (1988) discusses the importance of learning styles as being not only necessary, but also important for individuals in academic settings. Most students favour to learn in particular ways with each style of learning contributing to the success in retaining what they have learnt. As such, studies carried out conclude that students retain 10% of what they read, 26% of what they hear, 30% of what they see, 50% of what they see and hear, 70% of what they say, and 90% of what they say as they do something (Chuah Chong-Cheng 1988). These facts reveal that each learning style has its own strengths and weaknesses. Some students learn in many ways, while others might only favour one or two. Those students with multiple learning styles tend to gain more and obtain higher scores compared to those who rely solely on one style (Dunn, Beaudry & Klavas 1989). Additionally, the differences in learning styles have also been reported between gifted and the underachievers; between the learning disabled and average achievers; among different types of special education students; and among secondary students in comprehensive schools and their counterparts in vocational education and industrial arts (Dunn & Dunn 1986). Some special students favour Kinesthetic instruction, such as experiential, active and hands-on, while many others are more auditory and visually oriented (Dunn 1991).

Moreover, with respect to the ways of knowledge can be processed, learners can be put into two categories, namely 'active' and 'reflective'. An active learner, as suggested by the name, is someone who prefers to be actively involved in examining and employing knowledge with others. He does so in group discussions and interactions with others. Reflective learners tend to employ their introspection. Active learners benefit the most in dialogue, role-play and team work learning activities while reflective learners are more inclined to ponder on perceived information. Learning styles were found to affect learners' learning behaviour. Learners having different learning style preferences would behave differently in the way they perceive, interact, and respond to the learning environment. Since learners differ in their preferences to certain learning styles, it will be important for teachers to examine the variations in their students on the features of their learning styles, because the information about learner's preference can help teachers become more sensitive to the differences students bring to the classroom.

CONCLUSION

The present study revealed among other things that students learn differently and they also prefer different teaching strategies. The onus is on the instructor to use different teaching strategies including videos, role play, games, discussion, and group work and glossary activities as demonstrated in this study to cater for learners' diverse needs as well as improve the information assimilation and learning experiences. Thus, it is necessary for the instructors to discover their learners' distinctive behaviour at the beginning of the academic or training session so as to be able to utilize the teaching strategies that will match the varieties of their students' learning styles for good academic achievement. Another scholar who believes that learning styles should have an effect on the classroom is Marilee Sprenger in *Differentiation through Learning Styles and Memory*. She bases her work on three premises:

1. Teachers can be learners, and learners can be teachers. We are all both.
2. Everyone can learn under the right circumstances.
3. Learning is fun! Make it appealing.

By using a variety of teaching methods from each of these categories, teachers cater to different learning styles at once, and improve learning by challenging students to learn in different ways.

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Chapter-7

Development of Emotional Intelligence

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ABSTRACT

We all have different personalities, different wants and needs, and different ways of showing our emotions. Navigating through this all takes tact and cleverness – especially if we hope to succeed in life. This is where Emotional Intelligence becomes important. Emotional Intelligence is the ability to recognize your emotions, understand what they're telling you, and realize how your emotions affect people around you. It also involves your perception of others: when you understand how they feel, this allows you to manage relationships more effectively. Emotional Intelligence is how well a person can read and monitor their own emotions as well as the emotions of others. Though it's debatable whether emotional intelligence is a "real" intelligence, there are proven benefits, including improved mental health, better job performance, and better relationship maintenance. Emotional intelligence can be closely linked with empathy and allows us to better express ourselves and interpret the behavior of others. According to Lopes and his colleagues (2006), EI contributes to develop strong and positive relationships with co-workers and perform efficiently in work teams. This benefits performance of workers by providing emotional support and instrumental resources needed to succeed in their roles. Also, emotional intelligent employees have better resources to cope with stressing situations and demanding tasks, which enable them to outperform in those situations. For instance, Law et al. (2004) found that EI was the best predictor of job performance beyond general cognitive ability among IT scientist in Computer Company in china.

EMOTIONAL INTELLIGENCE: MEANING

The term "emotional intelligence" seems first to have appeared in a 1964 paper by Michael Beldoch, and in the 1966 paper by B. Leuner entitled *Emotional intelligence and emancipation* which appeared in the psychotherapeutic journal: *Practice of child psychology and child psychiatry*.

Emotional Intelligence (EQ or EI) can be defined as the ability to understand, manage, and effectively express one's own feelings, as well as engage and navigate successfully with those of others. According to Talent Smart, 90% of high performers at the work place possess high EQ, while 80% of low performers have low EQ. Emotional Intelligence is absolutely essential in the formation, development, maintenance, and enhancement of close personal relationships. Unlike IQ, which does not change significantly over a lifetime, our EQ can evolve and increase with our desire to learn and grow.

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CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

In his book titled “Emotional Intelligence - Why It Can Matter More Than IQ” 1995, **Daniel Goleman**, an American psychologist, developed a framework of five elements that define emotional intelligence:

1. **Self-Awareness:** People with high EI are usually very self-aware . They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of EI.
2. **Self-Regulation:** This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
3. **Motivation:** People with a high degree of EI are usually motivated . They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
4. **Empathy:** This is perhaps the second-most important element of EI. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships , listening , and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
5. **Social Skills:** It's usually easy to talk to and like people with good social skills, another sign of high EI. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

IMPORTANCE OF EMOTIONAL INTELLIGENCE

Without emotional intelligence, it would be exceedingly difficult to interact effectively with others. Emotional intelligence allows us to perceive emotions, which then allows us to understand them. This enables us to understand another person's motivations so we can reason with them. Emotional intelligence further enables us to manage our own emotions. Without awareness, we are subject to our emotional states and will easily be caught up in them.

HOW TO DEVELOP YOUR EMOTIONAL INTELLIGENCE

There are six ways to increase your emotional intelligence

1. **THE ABILITY TO REDUCE NEGATIVE EMOTIONS:** Perhaps no aspect of EQ is more important than our ability to effectively manage our own negative emotions, so they don't overwhelm us and affect our judgment. In order to change the way we feel about a situation, we must first change the way we think about it. Here are just two examples:
2. **THE ABILITY TO STAY COOL AND MANAGE STRESS:** Most of us experience some level of stress in life. How we handle stressful situations can make the difference between being assertive versus reactive, and poised versus frazzled. When under pressure, the most important thing to keep in mind is to keep our cool.

3. THE ABILITY TO BE ASSERTIVE AND EXPRESS DIFFICULT EMOTIONS WHEN NECESSARY: *“Being who we are requires that we can talk openly about things that are important to us, that we take a clear position on where we stand on important emotional issues, and that we clarify the limits of what is acceptable and tolerable to us in a relationship.”*

— Harriet Lerner

There are times in all of our lives when it’s important to set our boundaries appropriately, so people know where we stand. These can include exercising our right to disagree (without being disagreeable), saying “no” without feeling guilty, setting our own priorities getting what we paid for, and protecting ourselves from duress and harm.

4. THE ABILITY TO STAY PROACTIVE, NOT REACTIVE IN THE FACE OF A DIFFICULT PERSON: Most of us encounter unreasonable people in our lives. We may be “stuck” with a difficult individual at work or at home. It’s easy to let a challenging person affect us and ruin our day. What are some of the keys to staying proactive in such situations?

5. THE ABILITY TO BOUNCE BACK FROM ADVERSITY: *“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.”*—

Michael Jordan

Life is not always easy. We all know that. How we choose the way we think, feel, and act in relation to life’s challenges can often make the difference between hope versus despair, optimism versus frustration, and victory versus defeat. With every challenging situation we encounter, ask questions such as “What is the lesson here?” “How can I learn from this experience?” “What is most important now?” and “If I think outside the box, what are some better answers?” The higher the quality of questions we ask, the better the quality of answers we will receive. Ask constructive questions based on learning and priorities, and we can gain the proper perspective to help us tackle the situation at hand.

6. THE ABILITY TO EXPRESS INTIMATE EMOTIONS IN CLOSE, PERSONAL RELATIONSHIPS:

The ability to effectively express and validate tender, loving emotions is essential to maintaining close personal relationships. In this case, “effective” means sharing intimate feelings with someone in an appropriate relationship, in a manner that’s nourishing and constructive, and being able to respond affirmatively when the other person does the same.

Interaction of Emotional Intelligence with Other Phenomenon

Research of EI and job performance shows mixed results: a positive relation has been found in some of the studies, while in others there was no relation or an inconsistent one. This led researchers Cote and Miners (2006) to offer a compensatory model between EI and IQ, that posits that the association between EI and job performance becomes more positive as cognitive intelligence decreases, an idea first proposed in the context of academic performance (Petrides, Frederickson, & Furnham, 2004). The results of the former study supported the compensatory model: employees with low IQ get higher task performance and organizational citizenship behavior directed at the organization, the higher their EI. It has also been observed that there is no significant link between emotional intelligence and work attitude behavior. A 2007 meta-analysis of 44 effect sizes by Schutte found that emotional intelligence was associated with better mental and physical health. Particularly, trait EI had the stronger association with mental and physical health. This was replicated again in 2010 by researcher Alexandra Martin who found trait EI as a strong predictor for health after conducting a meta-analysis based on 105 effect sizes and 19,815 participants. This meta-analysis also indicated that this line of research reached enough sufficiency and stability in concluding EI as a positive predictor for health.

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Chapter-8

Educational Institutes and Democracy

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ABSTRACT

Education provides knowledge and guidance to the society. Education not only related to the bookish knowledge, but it also includes moral and social values and knowledge also. If we relate education only to rote learning which is limited in some boundaries then we are narrowing the concept of education. True education is that which make a man free in his thoughts, activities etc. This paper focuses on democratic education which is necessary for the proper development of an individual and further for the development of society.

Our country is a democratic country in which we all enjoy freedom. But freedom does not mean only to do what we want to do whether it is right or wrong. Democracy means when an individual can do that which is good and necessary for his development. In real sense democracy is related to those aspects which are essential for the healthy development of the society. Education is one of the important aspects of democratic state. All individuals should have freedom to get education. In India there is compulsory education till the age of 14. Educational institutes should be democratic in the aspects of teaching which should be learner centered. Learner must have freedom that they can freely express their views. They can also have freedom to solve their problems and in this way they can learn new things and produce new knowledge. One can learn better in a free environment. In the discussion method of teaching all the learners have full freedom to express their views. In this way all students get something new which they have not known before. Healthy discussion is necessary for the proper development of learners. *According to Gerstmann and Streb (2006), "Without the ability to openly and freely discuss issues with Teachers, student's intellectual development is constrained"*. So teachers have to provide free environment that is without any restriction for discussion. Independent discussion is good to get fruitful results. It also develops student's thinking. Students thoughts become purify means they think freely, neatly and briefly. Such thoughts give new turn to the society. India's educational goals, policies and programs have been spelt out within the framework of the national goals and the principles laid down in the Constitution. India is a Union of States and has a federal structure. The jurisdictions of the union and state governments are clearly defined. However, the two levels of government have always dealt with educational policies as partners.

The Resolution on the National Policy on Education of 1968 laid down a common educational structure throughout the country.

The implementation of this structure, generally known as "10+2," is almost complete throughout the country. It provides for 10 years of undifferentiated general education with 5 years of primary, 3 years of upper primary and 2 years of secondary education. The National Curriculum Framework was also developed as part of the new structure. The study of one to three languages at different

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stages, Science, Mathematics, Social Studies and Social Sciences, besides art education, work experience and health and physical education, are compulsory for every student. At the higher secondary stage (grades 11 to 12), differentiated courses are introduced and the student is initiated into the specialized study of a few subjects of her or his choice along with core courses. The National Policy on Education of 1986 visualized the National Curriculum Framework with a common core as a basis for building the National System of Education.

It has long been recognized that the way an organization is structured significantly influences the nature of the relationships in it, as also its capacity to achieve its goals. A lot of research effort has gone into correlating structures with different degrees of effectiveness and discovering the 'ideal' structure for a given task. Business organizations have been particularly interested in this question. They would like to reorganize in ways that would enhance effectiveness, both in achieving results (most often higher productivity and profitability) and in being better prepared to respond to a changing business environment.

The same concern with structure seems curiously absent in discussions about educational institutions. In India, these continue to be traditionally structured; little has changed in a century or more. Does this mean that we have discovered the ideal arrangements? Or could it be that too little research and reflection have happened in this realm? I believe that the latter is the case. I would like to make the case for change by looking at two important factors that impact the learning process.

- Effective communication and feedback.
- Power and authority in the relationships at school.

Effectiveness of learning critically depends on free flow of information, in both directions, from the learner and the teacher, in the classroom and in the 'staff room'. Traditionally the teacher has been the source of information and knowledge, and this is supposed to be 'imparted' to the student. We have a more sophisticated view of learning today. It is now widely understood that the 'imparting' model of learning needs radical revision. However, this new understanding cannot be actualized without changing the structure of the classroom and the school.

Traditionally the teacher enjoyed unbridled authority in the classroom. Corporal punishment was common. In many schools in the country the situation is not very different to this day. The learner's freedom to question the teacher is severely circumscribed. Obviously all talk of 'educating for understanding' is a distant dream as long as the student and the teacher are locked in such a relationship.

Unfortunately, the situation of the teacher is inverted as soon as she leaves the classroom. She is as powerless outside as her students are within. It is not an exaggeration to say that the role of the teacher in the Indian school has been, to a great degree, reduced to that of a worker in the assembly line. Teachers hardly play a role in curriculum development or in the management of schools. The army model of structure with an inflexible chain of command seems to be the norm. The examination system, with its emphasis on rote learning, has very little use for an autonomous, proactive teacher.

The end result of all this is loss of creativity and understanding.

TARGETING STRUCTURE

Let me suggest some aspects of structure and process that may facilitate the above changes, listed in no particular order of importance.

1. The number of students in a class.
2. The architecture of the classroom; design of furniture, where used.
3. Availability of learning material that does not force lecturing from the blackboard.

4. Focus in the curriculum on exploration and understanding, thinking and problem solving skills.
5. Better assessment techniques, reduced reliance on rote, and better examination design.
6. Delegation of authority to teachers and teacher groups in schools.
7. Schools with limited or no hierarchical organization.
8. Higher degree of parental involvement in the school and its running.

I can almost hear readers muttering 'impractical' under their breath. Hold on. While a wholesale instantaneous transformation of schools in all these dimensions may indeed be unrealistic, there is nothing to prevent individuals and groups from exploring specific items mentioned, in ways appropriate to their context.

I would like to continue this exploration by discussing one of the above aspects in some detail—the notion of hierarchy. I will then go on to present some of the challenges and difficulties that a group may encounter in its attempts to modify this dimension.

HIERARCHY IN SCHOOLS

Hierarchy is a central feature of Indian society. We are steeped in our belief in status and power derived from our positions in all kinds of hierarchies. Is it realistic to expect a rapid change in attitudes that have been built up over millennia?

I will restrict this discussion to the possibility of non-hierarchical functioning of teacher communities. I propose that altering the power relationships in the teacher hierarchy is a prerequisite to changing classroom dynamic. This process need not be 'revolutionary'. Schools could explore the idea by creating small teacher groups with specific mandates. You could have a group of teachers of the primary section who are entrusted with decision making in all important areas connected with their section. These decisions could range from issues of the school's calendar, assessment of students, communication with parents and sharing of responsibilities. It is important to begin without imposing leaders and 'seniors' on the group.

Will this replace the dictatorship of the individual with a 'dictatorship of the committee'? Not necessarily. In the beginning there might be much confusion. The members of the group would pass through a longish period, developing norms of engagement and decision making. In fact a long period of learning ensues. School authorities will have to support the group through such a process. It is important that these groups are not short lived committees. There might be a tendency for informal leadership to emerge in such a group. There is an entrenched view that some people have a quality of leadership that sets them apart from others and that qualifies them for authority. If such leadership stifles free expression and dialogue in the group, individuals have to learn to assert autonomy. Initiative is valuable; however when it becomes 'leadership', old patterns of power can reassert themselves.

What are the likely problems? Curiously enough, in traditional structures hierarchy masks many patterns of temperament and emotion that a more flexible structure may reveal. For example, there may be high levels of anxiety related to decision-making and thwarted self-interest, inability to sustain open-ended conversations, and inability to brook challenges to one's authority. The importance of these patterns should not be ignored. It is in the discussions in such settings that teachers can explore alternative ways of relating to each other and the art of creative cooperation. I have no doubt that such a learning will, at least in some measure, transfer to the classroom.

THE IDEA OF DIALOGUE

Dialogue is a process that might be of crucial support in the transition from a rigid hierarchy to a flexible and consensual form of working. The term dialogue is being used to describe a process of caring engagement and exchange between individuals who, while related for a common purpose,

are interested in giving free rein to their ideas and creativity and in listening to each other critically. I believe that groups can gain immensely from such a process.

For close to two decades, I have been associated with Centre For Learning, a small school outside Bangalore. We claim that it is a teacher-run school. This is meant in the sense that there is no explicit structure of authority in the teacher group and decision-making on all important matters is a group effort. Formal positions have been eliminated. Roles, where ascribed, can be temporary or shared and exchanged over time. Most decisions are taken in the weekly meeting of teachers, normally held on a Friday. The meetings are not presided over by any individual; certain discussions may be moderated by persons who merely facilitate orderly discussion, particularly when the issue at hand evokes great interest and participation.

DEALING WITH DISCORD

Any group committed to working together has to, sooner or later, confront the challenge of conflict. I would like to distinguish (albeit temporarily, as one usually follows the other) between a discord of ideas and a discord of emotions. Usually groups are better at 'sorting out' conflicting ideas (however noisily!) but are very poor at acknowledging and responding to emotional turmoil. Often, when deeply held ideas are challenged, a highly charged and discordant emotional climate may result. A failure to resolve discord may result in terminal conflict.

Extreme situations apart, groups can use the idea of dialogue to respond to conflict. A willingness to listen to each other carefully and a feeling of 'impersonal fellowship' are qualities that contribute greatly to healthy dialogue and to resolution of discord. Most 'problems' have multiple solutions. Conflict is often the result of emotional identification with particular persons or beliefs. A prior awareness of this may not necessarily avert conflict but might provide a perspective to the group to navigate through a difficult situation.

A creative group needs creative individuals. In a society where teaching is almost a second-rate profession, what are the chances of a radically new outlook taking roots? All that I have suggested in this article rests on the assumption that teachers are interested enough in their vocation to invest a large part of their life-energies in a 'dangerous' exploration of this kind. Can our teachers be educated into participating in all the ways described above?

After home school is an important part of the society. Schools are important place to learn about democracy. Students can learn the things in a proper manner which they can actually feel and enjoy in their surroundings. So if educational institutes give freedom then students can easily learn the true and actual meaning of democracy. According to Dewey democracy and education go hand in hand and only democratic education can obtain the basic principles of society. If teachers lay down restriction on the students in the school campus or in the classes then students will not freely share their views and sometimes students' behaviour become full of hatred towards the educational institutes. If there are some rules of an educational institute then it is the duty of the teachers to tell the students about the real meaning of that rules so that students can not violate that rules.

Schools are the miniature of the society students firstly make their friends in schools. So it is the great responsibility of the schools and other educational institutes that these give proper freedom and also learnt their students about the true meaning of freedom so that students can apply that learning in their society.

Rabindranath Tagore's philosophy of education was also based upon the freedom he had experienced. His educational theory recommends education in the company of Nature. Nature is also shows freedom. But it also symbolizes one thing that is discipline. So according to the views of Rabindranath Tagore freedom should be given but one should not cross his/her limit while enjoying

freedom. So students should also enjoy freedom but they cannot interrupt the freedom of other students, teachers or even disturb the environment of educational institute. Educational institutes provide free and healthy environment to the learners. The learners develop their thoughts and share their views with their teachers. Learners should be provided with that environment where they can freely exist and select the academic session according to their interest.

In our society schools provide many activities for the all around development of a child. But if schools put compulsion or restriction on the participation, then students take these activities as burden. If students set free then they can freely participate and enjoy these activities. Many students do participate in activities which they like because they think that they are not able to do such things in boundaries. We can judge this by secretly seeing a child who freely dances in his/ her room. If he/she sees us then he/she can forget the dance.

So for the proper development of a child, educational institutes have to give freedom to that child. Democratic education is mainly that education which is learner centered, develop the thinking process of the learner, freely and actively participation of the learner in the discussion and purify the thoughts of the learner. It is the main duty of the teachers to give healthy and free environment to the students, so that they can understand the concepts properly. Tagore in 'Creative Unity' (1922) suggest, "Institutions should be perpetual creation by the co-operative enthusiasm of teachers and students, Growing with the growth of their soul; a world in itself, self sustaining, independent, rich with ever. Renewing life, radiating life across space and time and attracting and maintaining round is a planetary system of dependent bodies".

Tagore suggests that there should be co-operation and freedom between teacher and students. Democracy of educational institutes can raise good citizen who can properly understand the meaning of democracy. The highest education is that which does not only give us information, but also makes our life in harmony with all existence. This can only be possible when thinking of citizen become broaden. It is the democratic environment of educational institutes which develop the students' thinking and make them aware and active citizens.

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Chapter-9

Ways and Means to Develop Emotional Intelligence

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ABSTRACT

Emotional intelligence can be defined as the ability to understand, manage and effectively express one's own feelings as and navigate successfully with those of others. Emotional intelligence is absolutely essential in the formation, development, maintenance and enhancement of close personal relationships and to use well as engage this knowledge to foster their success and the success of others. Emotional intelligence is an awareness of our actions and feelings and how they affect those around us. It also means that we value others, listen to wants and needs and are able to empathize or identify with them on many different levels. Self awareness, self regulation, motivation, empathy and social skills all these key points play vital role at our workplace and to successfully develop our own emotional intelligence we must be willing to reflect our own competences and behavior.

EMOTIONAL INTELLIGENCE

Emotional intelligence involves a combination of competencies which allow a person to be aware of, to understand and to be in control of their own emotions, to recognize and understand the emotions of others and to use this knowledge to foster their success and the success of others. Those who have high levels of emotional intelligence are able to understand the physical, mental and social impact that negative emotions have on their bodies, minds, relationships and ability to pursue and achieve goals. They then are able to moderate their own emotions so that their emotions support their activities and enhance their quality of life. They know themselves very well and can easily handle stressful situations. They are good decision makers and have a strong sense of intuition. All of these qualities are important to becoming a strong leader.

WAYS TO CONTROL EMOTIONS AT WORKPLACE

Emotional intelligence plays an important role in the workplace. Hiring managers often determine whether you'll be hired, promoted or tapped for leadership based on your emotional intelligence.

- **Improve Your Self-Awareness:** Self-awareness is the ability to understand and interpret our own moods, emotions, and inner drives, and how these impact other people. People with a solid sense of self-awareness are generally self-confident and have a realistic assessment of themselves, their thoughts, and their behaviors.

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Practice noticing how we feel throughout the day and the source of our emotions. Recognize that emotions are fleeting and mercurial and shouldn't be the foundation of communication or decision-making. Consider how our negative emotions (anger, jealousy, frustration, disengagement, etc.) may have impacted your boss, clients, and co-workers in the past. Acknowledge the fallout and repercussions of our behavior. Think about ways we can manage our emotions on the job so we don't have knee-jerk reactions or make inappropriate or off-putting comments. Take an honest look at our own strengths and weaknesses. Look at past performance reviews and ask for feedback from our boss and others at our office that we trust.

- **Improve Your Self-Regulation:**-Self-regulation is the ability to control or redirect impulsive actions and emotions that negatively impact our potential for growth and leadership. This is the ability to "rise above" petty arguments, jealousies, and frustrations those who have a strong sense of self-regulation show trustworthiness and a high degree of integrity. They are open to change and willing to accept the discomfort of ambiguity and uncertainty. They think before they act and don't make impulsive decisions.

Practice waiting a few hours or days before responding or making a decision when a situation is emotionally-charged or difficult. Try to stay uninvolved in office politics, drama, or conflict. Don't allow our desire to be part of the group undermine your integrity and professional behavior. Accept that uncertainty, frustrations, and disappointments are simply part of any work environment. Rather than complaining or acting out, brainstorm alternatives or solutions that might be beneficial to you and your company. Find ways to release and manage stress outside of work through exercise, meditation, talking with friends and family, and other hobbies or interests. Don't allow stress to compromise your EQ and integrity.

- **Improve Your Motivation:**-Motivation is our passion and enthusiasm for our work beyond our position, status, or income. We are driven by our energy and fulfillment in our work, and we pursue goals with persistence. We love a challenge and we're highly productive. Motivated leaders and employees have a strong desire to achieve. They are optimistic, can easily move past failure and frustration, and they are committed to the success of the organization. They are willing to defer immediate results for long-term success. As a result, they are inspiring and motivating to others.

Identify what we love about our job and the bigger reason why we find our job fulfilling. Even if there are parts of our job we don't like, focus our attention on what we do. Brainstorm ways to spend more time focused on what inspires us, and speak with our boss about ideas for facilitating this, as we'll be more effective on the job. Practice optimism in general. Although optimism is a trait one is born with (or without), we can improve our level of optimism by choosing to change your thoughts and words, even if you have to fake it at first. Set inspiring goals for our self and determine specific actions to reach our goals. Recognize that everyone is more drawn to positive, energized, and inspiring people. As we improve our motivation, we'll see that we get more attention from decision makers, clients, and peers.

- **Improve Your Ability To Show Empathy:**-Empathy is the ability to understand and respond appropriately to the emotions of other people. We are skilled in treating people with respect, kindness, and professionalism. An empathetic leader or employee has the ability to identify with and understand the feelings, wants, needs, and viewpoints of those around them. They are able to listen well, relate easily to others, and avoid stereotyping or judging too quickly. They might also be good at choosing and retaining employees.

Consciously try to view situations from the other person's point of view. This is particularly important in conflict situations that can easily create a stalemate. Recognize that we're all working from the knowledge and experiences we have rather than judging the person as right or wrong or

good or bad. In addition to looking at the person's point of view, actually validate it. Let them know you understand where they're coming from and that their perspective has merit. Examine our own attitude and motives. Do we just want to be right, to prove a point or win the argument, or are we truly interested in the best outcome or solution, even if it's not ours? Practice active listening and reflect back what the other person is saying, so it's clear you both understand what's being communicated. When people feel heard, they tend to be more willing to cooperate and compromise.

Improve Your Social Skills:-Having good social skills in the workplace means we are proficient at managing relationships and building networks. We are persuasive and effective at initiating change. We should also know how to build and lead teams. When we have good social skills, we are typically a team player who wants to see others shine. One of the best ways to improve social skills is by becoming an effective communicator. Learn to listen carefully, ask good questions, and be clear and accurate in providing information. Learn the elegant art of persuasion. Persuasion involves making real connections with people based on our passion, as well as solid knowledge and sound reasoning for our point of view. Understand the person we are talking to. We can't have a one-size-fits-all approach to interacting with everyone in the workplace. We need to know how to finesse and tailor an interaction to the person involved, based on their personality, cultural orientation, and position in the company.

- **Help Employees Experience Significance:**-Leaders should not get caught up in converting their employees to be more like them – but rather in motivating employees with how the job can benefit their life, not just the bottom line. Allow our employees to appreciate and experience the human side of what success can bring to their families and life outside of work. Today people want to feel as if they are creating an impact, that they can make a mark for themselves and those around them. Lead our employees in ways that allow them to be both successful and significant at work. Just because you are in-charge doesn't mean that you can't be an equal. This means that as a leader you must hold yourself equally accountable and enforce the same rules of engagement that you expect from your employees. The best leaders always do – but in today's workplace this behavior must be more deliberate. Employees appreciate leaders who share their perks and privileges. They want their leaders to be a more integrated part of the team; more available and less mysterious. Admit when we are wrong and be transparent in how we lead others. Employees want to know that we can be trusted; revealing the areas where we can improve makes us more real and genuine. Leaders have historically played the game of authority and allowed their titles to influence the conversation and their attitudes. Be accountable, be an equal, and be trustworthy. Employees follow and support leaders who are approachable and relatable; those who will roll-up their sleeves and fight the battles with them.
- **Be Mindful Of Their Needs:**-If our employees are not working at or close to their capacity, then we are not doing our job as a leader. Our sensitivity radar must always be on. This means that we are equally mindful of our employees reaching their full potential as we are about our self. Everyone has the ability to improve and increase their performance and productivity. However, improvements are a consequence of continuous feedback, recommendations and suggestions. Be a better leader and get the most production from our employees by being more mindful of their needs. Just because the department's performance has exceeded the plan doesn't mean that each employee can't continue to grow and mature in their work

TECHNIQUES TO DEVELOP YOUR EMOTIONAL INTELLIGENCE

Emotional intelligence is based on a number of skills that can be learned. Here are seven powerful techniques that can improve your people skills and develop your emotional intelligence.

1. **Embrace your emotions:** Check in with yourself a few times each day and do a self-evaluation of your emotions, strengths and shortcomings. Can you accept that you're not perfect? Are you willing to work on areas that need improvement?
2. **Practice connecting thoughts with emotions:** When you feel something, ask yourself what you think about it. Don't judge too harshly or cut off your feelings when they become uncomfortable. Decide whether what you're feeling is healthy and normal, or if it's an unhealthy emotion.
3. **Control non-verbal communication:** From the tone of our voice to the position of our bodies, non-verbal communication can send messages we don't intend to communicate. Learning to control non-verbal communication starts with focusing on others, making eye contact, and listening closely before rushing to judgment or giving an opinion.
4. **Demonstrate humility and humor:** If you seek attention or require appreciation, try letting your work speak for itself. Putting the spotlight on others demonstrates humility and a high degree of self-confidence. When faced with challenges, take a deep breath and have a sense of humor. After all, laughter can reduce stress and smooth differences between the most stubborn adversaries.
5. **Think before you act:** Examine how your actions affect the feelings of others. Start putting yourself in their position, and before you take action, try to determine its impact. If you must take an action with negative impacts, figure out how to help others deal with the effects.
6. **Take responsibility:** Part of being an emotionally intelligent and humble leader is taking responsibility for your actions when things go wrong. Apologize quickly when you've hurt someone. Walk away from arguments. Forgive others rather than giving into feelings of resentment.

CONCLUSION

Emotional intelligence (EI) is the capability of individuals to recognize their own, and other people's emotions, to discern between different feelings and label them appropriately, to use emotional information to guide thinking and behavior, and to manage and/or adjust emotions to adapt environments or achieve one's goals. This ability also allows us to recognize and understand what others are experiencing emotionally. This recognition and understanding is, for the most part, a non verbal process that informs thinking and influences how well we connect with others. Developing emotional intelligence takes time and commitment, but having a strong EQ is now a necessary quality for career success. Fortunately, we can learn the skills of emotional intelligence and begin applying them in our workplace right away. As we do, we'll begin to notice a change in the way decision makers and co-workers respond to us.

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Chapter-10

Psycho Technological Principles in Teaching Learning

Ms. Amanjot Kaur*

ABSTRACT

“Learning is a process.” It involves changes occurring over a relatively shorter period of time which enable the learner to respond more since the goal of teaching is desirable learning. The quality of teaching can be tested only in terms of the quality of learning to which it leads. Psychologists working in education study the social, emotional and cognitive processes involved in learning and apply their findings to improve the learning process. The study of learning processes, from both cognitive and behavioural perspectives, allows researchers to understand individual differences in intelligence and cognitive development, affect motivation, self regulation, self concept as well as their role in learning. Technology model also links teachers to their students and to professional content, resources and systems to help them improve their own instruction and personalize learning.

USE OF TECHNOLOGY IN TEACHING LEARNING

Technology ushers in fundamental structural changes that can be integral to achieving significant improvements in productivity used to support both teaching and learning,, technology infuses classrooms with digital learning tools, such as computers and hand held devices; expands course offerings, experiences and learning materials, supports learning. Technology model also links teachers to their students and to professional content, resources and systems to help them improve their own instruction and personalize learning.

EDUCATIONAL PSYCHOLOGY APPLIED

Psychologists working in education study the social, emotional and cognitive processes involved in learning and apply their findings to improve the learning process. The study of learning processes, from both cognitive and behavioural perspectives, allows researchers to understand individual differences in intelligence and cognitive development, affect motivation, self regulation, self concept as well as their role in learning. The field of educational psychology relies heavily on quantitative methods, including testing and measurement, to enhance educational activities related to instructional design, classroom management, which serve to facilitate learning processes in various educational settings across the life span.

EVOLUTION OF TEACHING METHOD

About 3000 BC ago, with the advent of writing, education has become more conscious or self reflecting with specialized occupations requiring particular skills and knowledge.

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METHOD OF TEACHING

A teaching method comprises the principals and methods used for instruction to be implemented by teachers to achieve the desired learning by students. These strategies are determined partly by the nature of the learner. “The learner always begins by finding Fault, BUT the scholar sees the positive merit in everything.”

For a particular teaching, method has to appropriate or efficient. It has to be in relation with the characteristic of the learner and the type of learning; it is supposed to bring about. The approaches for teaching can be broadly classified into teacher centered and teacher centered. “A good teacher like a good entertainer first must hold Audience’s attention, then he Teach his lesson.” (JOHN HENRIK CLARKE). Teachers are the main authority figure in this model. Students are viewed as EMPTY VESSELS whose primary role is to passively receive information (via lectures and direct instruction) with an end goal of testing and assessment. It is the primary role of teachers to pass information onto their students.

PRINCIPALS OR LEARNING

- Encourage contact between students and faculty.
- Develop reciprocity and cooperation among students.
- Encourage active learning.
- Give prompt feedback.
- Emphasize time on task.
- Communicative high expectations.
- Respect diverse talents and ways of learning.

Principals of Teaching

- Effective teaching involves acquiring relevant knowledge about students and using that knowledge to inform our course design and classroom teaching.
- Effective teaching involves aligning the three major components of instruction :



- Effective teaching involves articulating explicit expectations regarding learning objectives.
- Effective teaching involves prioritizing the knowledge and skills we choose to focus on.
- Effective teaching involves recognizing and overcoming our expert blind spots.
- Effective teaching involves adopting appropriate teaching roles to support our learning goals.
- Effective teaching involves progressively refining our courses based on reflection and feedback.

DIFFERENT METHODS OF TEACHING DIRECT METHOD

Features of Direct Method

- **Mother tongue not allowed**—Translation of any shape or form is banished from the classroom, including the use of the mother-tongue.

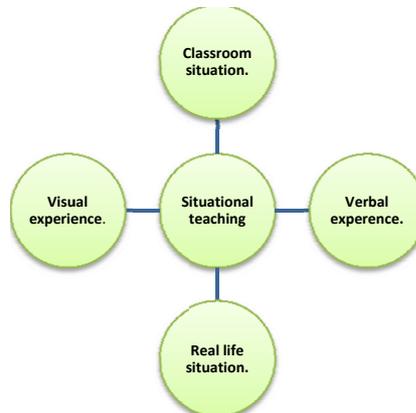
- **Oral work**---Oral teaching precedes any form of reading and writing. It will form the effective background for the latter skills.
- **The sentence and not the word becomes the unit of speech**---Sentence is made the unit of speech. The use of disconnected sentences is replaced by connected texts.
- **The teaching of descriptive grammar**---Grammar is not taught for the sake of grammar. The direct method aims at teaching the grammar of language that describes the languages in action.

TECHNIQUES OF TEACHING STRUCTURE

- **Oral work**---Start with oral work. An expert says“one of the most versatile techniques for the presentation and practice of phonological, lexical and grammatical items is the dialogue”.
- **Use of situations**---Situational teaching is important for the development of structural points..
- **Use of substitution tables**---It facilitates the working out of the scheme of structural teaching.

Situational Teaching

In his excellent commentary on situational language teaching, professor BILLOWS divide the situation of the learner into 4 concentric circles with the learner at the centre, as shown below.....



CONCEPT--- Micro teaching is a procedure in which a pupil teacher practices teaching with a reduced number of pupils, in a reduced period of time, with emphasis on narrow and specific teaching skills. Thus micro teaching is a scaled down Encounter in class size and class time. It is therefore, a skill based approach to teacher training.

Micro Teaching Procedure

The procedure employed to develop the skills contains the following steps.

- **Explanation of skills**:-To begin with, a particular skill is selected. this skill is defined to pupil-teachers in terms of specific teaching behaviour and objectives of this behaviour.
- **Demonstration**:-An expert or teacher- educator demonstrates the teaching skill to the pupil teachers. It can be demonstrated throughout film.

- **Preparation of a micro-lesson:-**The pupil teacher prepares a lesson plan to demonstrate the chosen skill. A small portion of the subject matter is selected for this purpose.
- **Teaching (Teach session):-**In this the pupil-teacher teaches the planned lesson to a small group of students (5-10 students) for a small duration of time i.e-5-10 minutes.
- **Discussion (feedback session):-** The feedback incorporates the points of strengths and weaknesses of each trainee with regard to his acquisition of the skill under practice.
- **Re-plan:-**After receiving the feedback, the pupil teacher re-plans her lesson in the light of the given suggestions. This re-planned lesson is an improved version of the previous lesson.
- **Re-teach:-**The revised lesson is re-taught to the same class (students may be different) for the same duration.
- **Re-feedback:-**Re-teaching is again followed by discussions and re-feedback to the pupil teacher.

PHASES OF MICRO-TEACHING PROCEDURE

The student teacher Familiarizes himself with the component teaching skill which he is to practice. For this-he leans about the skill, its component behavior and its role in the classroom. This he does through reading relevant literature, observing the demonstration, analyzing the skills into the component behaviors etc. All these activities are directed to the modeling component of micro-teaching.

Teaching Skills are

- Writing instructional objectives
- Organizing the content.
- Creating set for introducing the lesson.
- Structuring classroom questions.
- Questions delivery and distribution.
- Response management.
- Explaining.
- Illustrating with examples.
- Using teaching aids.
- Stimulus variation.
- Reinforcement.
- Pacing of the lesson.
- Prompting pupil participation.
- Use of black-board.
- Achieving closure of the lesson.
- Giving assignments.
- Evaluating the pupil's progress.
- Management of the class.

Kinds of Audio-Visual Instructional Aids

Many aids are available these days. We may name them as follows.

Visual Aids:- There are visual aids like---chalk-board, flannel-board, bulletin board, flash cards, film strips, slides, charts, maps, sketches, models etc.

Audio Aids:- Besides the commonest and other visual aids stated above we have today, gramophone, radio, tape-recorder, etc.

Audio-visual Aids:-These are cinema and television.

Nature of Teaching

“One of the basic truths in education is that the quality of education depends largely upon the quality of the teacher.

With good leadership and appropriate teaching aids, the teacher’s effectiveness can be enhanced, but the most ingenious plans of inspired administrators and the best array of instructional devices are of little avail if the teacher is “IGNORANT, UNSKILLED AND INDIFFERENT”

Emphasising the Learner

Today the teacher must be interested in facts and skills as such but his concern is their use as tools that contribute to the child’s development. Today teacher’s emphasizes the learner he looks to the student as the starting point for planning learning experiences. The teacher today is fully an educator, vitally interested in developing all the capacities of the child.

Guiding the Learner

The child is of primary importance: guiding his learning experiences as a second principle of the teaching process ranks next. The child should begin to learn when he becomes purposefully, involved in the learning situation. He needs lectures and demonstrations but he will become skilled only when he begins to participate. The teacher must guide but at the same time remember that learning is a function of the learner and is based upon experiencing. There are still classrooms in which the teacher plans and dominates more than he should: to him the child is virtually puppet. The teacher who is eager to have his give polished public performances often robs his pupils of real learning opportunities.

Promoting Learner Development

Growth as the general educator is particularly concerned with it, is largely a process of maturing through experiences. The variety and scope of a child’s achievement based upon both the quality and the kind of his experiences.

Teaching as an Art

“Teaching is considered to be an art”. Children are the raw material which the teacher has to deal. ADDISON point out that as sculpture is to block of marble, education is to the human soul. The teacher unconsciously designs the child entrusted to him. The teacher has a purpose and he modifies the child accordingly.

Teaching as an Art and the Teacher an Artist So Far as He--

- Creates learning situations.
- Motivates the child to learn.
- Arrange for conditions which help in the growth of the child’s mind and body.
- Utilizes the initiative and play urges of the children to facilitate learning.
- Turns the children into creative begins.
- Inspires them with the nobility of thoughts, feelings and actions.

- Make them self reliant and resourceful.
- Helps them to be what they can be.

The teacher has to be a very careful artist. He has to create a new life pattern full, vigour and activity.

THE PROCESS OF LEARNING

“Learning is a process”. It involves changes occurring over a relatively shorter period of time which enable the learner to respond more adequately to the situation. Thus we learn to play the piano, we learn fractions, we learn arithmetic. On the other hand, we grow in intelligence and we grow in moral stature. In some cases, the factor of growth and learning will be in so inextricably intertwined that either or both words will need to be used. There are various aspects of the process of learning.

- Needs of the learner.
- Readiness to learn.
- Situation.
- Interaction.

Conditions of Learning

What conditions in the learning process make for effective learning is a very important question to decide. We know, learning varies in its effectiveness. Let us see the various conditions which can ensure good learning.

- Motivation.
- Psychological security.
- Good discipline.
- Experimentation.
- Feedback.
- Practice.
- Belonging and configuration.
- Comprehension.
- Integration.

Main Features of Learning

- Learning is growth.
- Learning is adjustment.
- Learning is organizing experience.
- Learning is purposeful.
- Learning is action.
- Learning is intelligent.
- Learning is both individual and social.
- Learning is a product of the environment.
- True learning affects the conduct of the learner.
- Learning is whole.
- Learning frequently depends upon insight.

Good Teaching

The following should indicate the principles of good teaching which should be born in mind by the teacher while he is dealing with children. Since the goal of teaching is desirable learning. The quality of teaching can be tested only in terms of the quality of learning to which it leads.

- Recognizes individual differences among pupils.
- It is need-centered.
- Improves the quality of living of every child.
- Interesting.
- Kindly and sympathetic.
- Challenge the child to learn.
- Create the learning situations.
- Causes of learning.
- Conforms to the aims of teaching.
- Encourages general development.

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Chapter-11

Co-Operative and Collaborative Learning

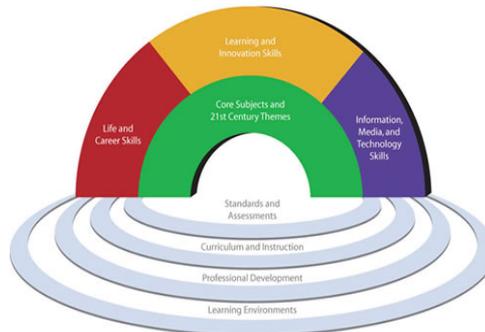
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ABSTRACT

Cooperative and collaborative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education. Relative to students taught traditionally—i.e., with instructor- centered lectures, individual assignments, and competitive grading—cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high- level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task and less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem. In this paper, we describe cooperative and collaborative learning methods that have been proven effective in a variety of instructional settings.

WHAT IS COLLABORATION?

When people are talking about 21st century skills, they are usually referring to a set of standards that have been adopted by the Partnership for 21st Century Skills. A key part of the mission of the Partnership for 21st Century Skills is to guide educators and policymakers in making instructional decisions in four key areas (see graphic below)



The yellow section of the rainbow deals with Learning and Innovation Skills. One of the key skills in the Learning and Innovation Skills strand is collaboration.

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To be brief, collaboration skills include the ability to work with other people to complete a shared goal. This collaboration can be something as simple as an oral response to a question or an immense project like building a skyscraper or developing video game. When people work collaboratively, the individual contributions of each member are incorporated so that the sum of the finished work is greater than its parts.

COLLABORATIVE LEARNING

Collaboration is one of those key skills that students need to learn how to use in a changing world. The need to connect with other people and work alongside them is part of our increasingly flat world. As global citizens, the next generation will need to have sensitivity to other cultures as well as the ability to collaborate with them. To meet this need, teachers in our schools need to incorporate collaborative learning into their classrooms.

The classic literature about collaborative learning environments was based on research by Johnson, Johnson, and Holubec. In a collaborative learning environment, teachers serve as navigators and guides and students work together to achieve the objectives of the lesson. This view of the teacher as a 'guide on the side' instead of a 'sage on the stage' empowers students to make connections and meaningful applications in their work. Collaborative learning strategies encourage students' development of critical thinking skills as well as important social skills.

Since Johnson, Johnson, and Holubec published their initial research in the 1980s, there have been volumes of research pointing to the effectiveness of collaborative learning. A key component of collaborative learning is dual accountability. The students need to be individually accountable, and the groups must be accountable as a whole. In a collaborative learning environment, students must also have the freedom to work out problems on their own.

In 1995, one study published in the *Journal of Technology Education* sought to discover the effect that collaborative learning had on critical thinking. According to the findings of this small study, students learn critical thinking skills more effectively when they have a chance to work collaboratively. The abilities of the whole group contribute to the learning of each individual. In the study, students learned the factual knowledge equally well individually and in small groups, but the group that worked collaboratively performed better in the critical thinking exercises than the group that worked independently. Again and again, this has been proven to be an effective means of instruction at all levels of education. Students who are able to bounce ideas off each other and learn from each other learn more effectively. When teachers incorporate collaborative learning into their instruction, students benefit greatly. This is well-documented. Collaboration helps students develop critical thinking, problem-solving, and social skills that are vital for their current and future development.

WHAT IS COOPERATIVE LEARNING?

Several definitions of cooperative learning have been formulated. The one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements (7):

1. **Positive interdependence.** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
2. **Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.

3. **Face-to-face promotive interaction.** Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
4. **Appropriate use of collaborative skills.** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. **Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present.

Types of Cooperative Learning

Formal cooperative learning consists of students working together, for one class period to several weeks, to achieve shared learning goals and complete jointly specific tasks and assignments (Johnson, Johnson, & Holubec, 2008). In formal cooperative learning groups the teachers role includes:-

1. **Making Pre- instructional decisions:-** Teachers (a) formulate both academic and social skills objectives, (b) decide on the size of groups, (c) choose a method for assigning students to groups, (d) decide which roles to assign group members, (e) arrange the room, and (f) arrange the materials students need to complete the assignment.

In these preinstructional decisions, the social skills objectives specify the interpersonal and small group skills students are to learn. By assigning students roles, role interdependence is established. The way in which materials are distributed can create resource interdependence. The arrangement of the room can create environmental interdependence and provide the teacher with easy access to observe each group, which increases individual accountability and provides data for group processing.

2. **Explaining the instructional task and cooperative structure:-** Teachers (a) explain the academic assignment to students, (b) explain the criteria for success, (c) structure positive interdependence, (d) structure individual accountability, (e) explain the behaviors (i.e., social skills) students are expected to use, and (f) emphasize intergroup cooperation (this eliminates the possibility of competition among students and extends positive goal interdependence to the class as a whole).

Teachers may also teach the concepts and strategies required to complete the assignment. By explaining the social skills emphasized in the lesson, teachers operationalize (a) the social skill objectives of the lesson and (b) the interaction patterns (such as oral rehearsal and jointly building conceptual frameworks) teachers wish to create.

3. **Monitoring students:** - Learning and intervening to provide assistance in (a) completing the task successfully or (b) using the targeted interpersonal and group skills effectively. While conducting the lesson, teachers monitor each learning group and intervene when needed to improve task work and teamwork. Monitoring the learning groups creates individual accountability; whenever a teacher observes a group, members tend to feel accountable to be constructive members. In addition, teachers collect specific data on promotive interaction, the use of targeted social skills, and the engagement in the desired interaction patterns. This data is used to intervene in groups and to guide group processing.
4. **Assessing students:-** Learning and helping students process how well their groups functioned. Teachers (a) bring closure to the lesson, (b) assess and evaluate the quality and quantity of student achievement, (c) ensure students carefully discuss how effectively they worked

together (i.e., process the effectiveness of their learning groups), (d) have students make a plan for improvement, and (e) have students celebrate the hard work of group members.

The assessment of student achievement highlights individual and group accountability (i.e., how well each student performed) and indicates whether the group achieved its goals (i.e., focusing on positive goal interdependence). The group celebration is a form of reward interdependence. The feedback received during group processing is aimed at improving the use of social skills and is a form of individual accountability. Discussing the processes the group used to function, furthermore, emphasizes the continuous improvement of promotive interaction and the patterns of interaction need to maximize student learning and retention.

(2) Informal Cooperative Learning

Informal cooperative learning consists of having students work together to achieve a joint learning goal in temporary, ad-hoc groups that last from a few minutes to one class period (Johnson, Johnson, & Holubec, 2008). During a lecture, demonstration, or film, informal cooperative learning can be used to focus student attention on the material to be learned, set a mood conducive to learning, help set expectations as to what will be covered in a class session, ensure that students cognitively process and rehearse the material being taught, summarize what was learned and pre-empt the next session, and provide closure to an instructional session. The teacher's role for using informal cooperative learning to keep students more actively engaged intellectually entails having focused discussions before and after the lesson (i.e., bookends) and interspersing pair discussions throughout the lesson. Two important aspects of using informal cooperative learning groups are to (a) make the task and the instructions explicit and precise and (b) require the groups to produce a specific product (such as a written answer). The procedure is as follows.

1. **Introductory Focused Discussion:** Teachers assign students to pairs or triads and explain (a) the task of answering the questions in a four to five minute time period and (b) the positive goal interdependence of reaching consensus. The discussion task is aimed at promoting advance organizing of what the students know about the topic to be presented and establishing expectations about what the lecture will cover. Individual accountability is ensured by the small size of the group. A basic interaction pattern of eliciting oral rehearsal, higher-level reasoning, and consensus building is required.
2. **Intermittent Focused Discussions:** Teachers divide the lecture into 10 to 15 minute segments. This is about the length of time a motivated adult can concentrate on information being presented. After each segment, students are asked to turn to the person next to them and work cooperatively in answering a question (specific enough so that students can answer it in about three minutes) that requires students to cognitively process the material just presented. The procedure is:-
 - (a) *Each student formulates his or her answer.*
 - (b) *Students share their answer with their partner.*
 - (c) *Students listen carefully to their partner answer.*
 - (d) *The pairs create a new answer that is superior to each member initial formulation by integrating the two answers, building on each other thoughts, and synthesizing.*
3. **Closure Focused Discussion:** Teachers give students an ending discussion task lasting four to five minutes. The task requires students to summarize what they have learned from the lecture and integrate it into existing conceptual frameworks. The task may also point students toward what the homework will cover or what will be presented in the next class session. This provides closure to the lecture.

Cooperative Learning Structures

Cooperative learning can be used in for any type of assignment that can be given to students in lecture classes, laboratories, or project-based courses. Following are some of the structures that have been used, with some recommendations for how they may be effectively implemented.

(a) *Problem Sets*

Students complete some or most of their homework assignments in teams. The teams are encouraged to include only the names of actual participants on the solution set that they hand in. The students are initially disinclined to leave anyone's name off, but eventually they get tired of letting non participants get good grades for work they didn't do and begin to omit names, at which point many hitchhikers unhappy about getting zeroes on assignments start cooperating.

The team gets a grade for the assignment, but eventually the performance of each team member should be assessed and the results used to adjust the average team homework grade separately for each team member. Adjusting team grades for individual performance is one of the principal ways of assuring individual accountability in cooperative learning, second only in importance to giving individual exams.

We also suggest advising teams not to simply meet and complete each assignment together. One team member is usually the fastest problem solver and begins almost every homework problem solution in the group sessions, and the other members then have to figure out how to get the solutions started for the first time on the individual tests, which is not a good time for them to have to do it. We recommend instead that all team members outline solutions individually before meeting to work out the details. On the first few assignments we require team members to sign and hand in their outlines to help them acquire the habit.

(b) *Laboratories and Projects*

Laboratories and projects may be carried out by teams (as they often are in traditional curricula), except that again the team grades should be adjusted for individual performance.

The problem with team labs and projects as they are normally conducted is that there is no individual accountability at all. The result is the familiar situation in which some team members do the bulk of the work, others contribute little and understand little or nothing about the project, everyone gets the same grade, and resentment abounds. Adjusting the team project grades for individual performance goes a long way toward correcting these injustices. In addition, it is good practice to include some individual testing on every aspect of the project and have the results count toward the final course grade. If this is done, hitchhikers who understand either nothing or only the little they did personally will be penalized and perhaps induced to play a more active role in subsequent work.

(c) *Jigsaw*

Jigsaw is a cooperative learning structure applicable to team assignments that call for expertise in several distinct areas. For example, in a laboratory exercise, areas of expertise might include experimental design, equipment calibration and operation, data analysis (including statistical error analysis), and interpretation of results in light of theory, and in a design project the areas might be conceptual design, process instrumentation and control, safety and environmental impact evaluation, and cost and profitability analysis.

Suppose four such areas are identified for a project. The students are formed into teams of four, and either the instructor or the team members designate which member will be responsible for each area. Then all the experts in each area are given specialized training, which may involve

getting handouts or presentations by the course instructor, a faculty colleague, or a graduate student knowledgeable in the area in question. The students then return to their home teams and complete the assignment. The teams count on each member to provide his or her expertise, and if an expert does a poor job, the quality of the final project is compromised and everyone's grade suffers. Moreover, if the students are tested on all of the areas of expertise, the overall learning from the assignment improves dramatically. The tests require all students to understand the entire project, and not just the part that they were the experts in (individual accountability), and the experts have the responsibility of transmitting their expertise to their teammates (positive interdependence).

(d) Peer Editing

When teams turn in written lab reports and/or give oral presentations, the usual procedure is for the instructor to do the critiquing and grading. A powerful alternative is *peer editing*, in which pairs of groups do the critiquing for each other's first drafts (written) or run-throughs (oral). The groups then revise their reports and presentations taking into account the critiquing teams' suggestions and then submit or present to the instructor. This activity lightens the grading load for instructors, who end up with much better products to grade than they would have without the first round of critiquing.

If a grading checklist or rubric is to be used for grading the team reports (which is always a good idea), it should be shared with the students before the reports are written and used for the peer editing. This practice helps the students understand what the instructor is looking for and invariably results in the preparation of better reports, and it also helps assure that the peer critiques are as consistent and useful as possible. If several rounds of peer editing are done and the instructor collects and grades the checklists or rubrics for the first one or two rounds, the students will end up giving much the same rubric scores as the instructor gives, and in good classes the instructor may only have to do spot checks of peer grades instead of having to provide detailed feedback on every report.

(e) Peer-Led Team Learning

In *peer-led team learning* (PLTL), lectures are supplemented by weekly 2-hour *workshops* in which students work in six- to eight-person groups to solve structured problems under the guidance of trained peer leaders. The problems must be challenging and directly related to the course tests and other assessment measures. The course professor creates problems and instructional materials, assists with the training and supervision of peer leaders, and reviews progress of the workshops. The materials prompt students to consider ideas, confront misconceptions, and apply what they know to the solution process. The peer leaders clarify goals, facilitate engagement of the students with the materials and one another, and provide encouragement, but do not lecture or provide answers and solutions.

PLTL was developed by chemistry educators in the 1990s and may be the most prominent group-learning strategy in chemistry education. (We will later describe illustrative implementations of the approach.) It is not a cooperative learning strategy by definition, but as Tien *et al.* (10) point out, it shares a number of elements with CL. The students are confronted with difficult problems and must rely primarily on one another to develop solutions, which promotes positive interdependence, and face-to-face interaction is crucial to the workshop format. Students are tested individually on the knowledge required to solve the problems, and a function of the peer leader is to get team members to explain their understanding to their teammates, both of which provide individual accountability. There is no formal instruction in teamwork skills in PLTL, but informal instruction invariably occurs as the peer leaders facilitate the group interactions. The only CL criterion that does not appear to be

addressed as part of the PLTL model is regular self-assessment of team functioning, and it would be trivial to add that in PLTL implementations.

CONCLUSION

Cooperative and collaborative learning refers to work done by student teams producing a product of some sort (such as a set of problem solutions, a laboratory or project report, or the design of a product or a process), under conditions that satisfy five criteria: (1) positive interdependence, (2) individual accountability, (3) face-to-face interaction for at least part of the work, (4) appropriate use of interpersonal skills, and (5) regular self -assessment of team functioning. Extensive research has shown that relative to traditional individual and competitive modes of instruction, properly implemented cooperative learning leads to greater learning and superior development of communication and teamwork skills (e.g. leadership, project management, and conflict resolution skills). The technique has been used with considerable success in all scientific disciplines.

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Chapter-12

Importance of Cooperative Learning Strategies in Classroom

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ABSTRACT

Cooperative learning is an organized and structured way to use small groups to enhance student learning and interdependence. Students are given a task, better known as an assignment, and they work together to accomplish this task. Each individual has responsibilities and is held accountable for aiding in the completion of the assignment; therefore, success is dependent on the work of everyone in the group.

INTRODUCTION

Cooperative learning: is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups, and it has been described as “structuring positive interdependence.” Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another’s resources and skills (asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc.). Furthermore, the teacher’s role changes from giving information to facilitating students’ learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking Tasks.

Five Essential Elements are Identified for the Successful Incorporation of Cooperative Learning in the Classroom.

- Positive interdependence
- Individual and group accountability
- Promotive interaction (face to face)
- Teaching the students the required interpersonal and small group skills
- Group processing.

ELEMENTS

Johnson and Johnson (2009) posited five variables that mediate the effectiveness of cooperation. Brown & Ciuffetelli Parker (2009) and Siltala (2010) discuss the *5 basic and essential elements* to cooperative learning.

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- **Positive Interdependence:** Students must fully participate and put forth effort within their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group.
- **Face-To-Face Promotive Interaction:** Members promote each other's success. Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments.
- **Individual And Group Accountability:** Each student must demonstrate mastery of the content being studied. Each student is accountable for their learning and work, therefore eliminating "social loafing".
- **Social Skills:** Social skills must be taught for successful cooperative learning to occur. Skills include effective communication, interpersonal and group skills.

2. Leadership

1. Decision-making
2. Trust-building
3. Friendship- development
4. Communication
5. Conflict-management skills

1. Group Processing

1. Group processing occurs when group members (a) reflect on which member actions were helpful and (b) make decision about which actions to continue or change.
2. The purpose of group processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals.

Types of Formal Cooperative Learning

Types of formal cooperative learning strategies include

1. The jigsaw technique
2. Assignments that involve group problem-solving and decision making
3. Laboratory or experiment assignments
4. Peer review work (e.g. editing writing assignments).

The Success of Cooperative Learning is Based on Three Interrelated Factors

- **Group goals:** Cooperative learning teams work to earn recognition for the improvement of each member of a group.
- **Individual accountability:** Each member of a team is assessed individually. Teammates work together, but the learning gains of individuals form the basis of a team score.
- **Equal opportunities for success:** Individual improvement over prior performance is more important than reaching a pre-established score (90 percent on a test, for example). A student who moves from 60 percent on a test one week to 68 percent (8 percent improvement) the next week contributes just as much to a group as a student who moves from 82 percent to 90 percent.

Benefits of Cooperative Learning

Based on the experiences of thousands of classroom teachers, these are the benefits of cooperative learning:

- **Student achievement:** The effects on student achievement are positive and long-lasting, regardless of grade level or subject matter.
- **Student retention.** Students are more apt to stay in school and not drop out because their contributions are solicited, respected, and celebrated.
- **Improved relations:** One of the most positive benefits is that students who cooperate with each other also tend to understand and like each other more. This is particularly true for members of different ethnic groups. Relationships between students with learning disabilities and other students in the class improve dramatically as well.
- **Improved critical thinking skills:** More opportunities for critical thinking skills are provided, and students show a significant improvement in those thinking skills.
- **Oral communication improvement:** Students improve in their oral communication skills with members of their peer group.
- **Promoted social skills:** Students' social skills are enhanced.
- **Heightened self-esteem:** When students' work is valued by team members, their individual self-esteem and respect escalate dramatically.

Other Benefits

- Cooperative learning is fun, so students enjoy it and are more motivated.
- Cooperative learning is interactive, so students are engaged, active participants in the learning.
- Cooperative learning allows discussion and critical thinking, so students learn more and remember what they've learned for a longer period of time.
- Cooperative learning requires students to learn to work together, which is an important skill for their futures.

CONCLUSION

The introduction of «learning teams» into the classroom is an effective method for increasing the number of students willing to make an effort to learn in school. The teams usually work together on long-term assignments, although sometimes students remain together in duos, triads or quadrants for the entire day. In these groups, each individual is responsible for assuring that the other team members learn the assigned material. Those who understand the lesson/material are responsible for teaching it to the others. Groups progress to a new unit of study when all members of the group have mastered the lesson.

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Chapter-13

Education and Values

Prof. Anureet Kaur*

ABSTRACT

Education and values are juxtaposed. Both are necessary for the overall development of the students as good humans and citizens. Values help the students to prepare for future roles in the society. In educational institutes, students get education and later on a status in the society but this status are achieved not only through education but through values. Today's children are tomorrow's leaders. To make a better future and to improve the past and present, values are necessary to be taught to and learnt by the students. This paper deals with the study of values along with education. It shows how values can be imparted among the students and the efforts to be made by the teachers in order to make the students good humans and citizens. There are various levels of moral development such as pre-conventional, conventional and post-conventional. Each level helps to teach values to the children, adults and also teach values regarding laws.

Education and values are juxtaposed. Both are necessary for the overall development of the students as good humans and citizens. The word education that is derived from a Latin word 'Education' stands for the process that helps to facilitate learning, acquiring knowledge, skills, habits and beliefs. Thus education does not merely means to get good marks and to acquire degrees; it does not mean to inculcate the logics, formulas. With the help of education, we learn not only facts and figures but so many aspects that are not related to marks or degrees and these aspects are values. The concept of values cannot be ignored because without values our education is futile. Values can be defined as learning about self and wisdom of life through formal education system. It is necessary for a teacher to impart ethics and values among his students. It will make him/her a successful teacher and such teacher teaches not only the students but indirectly teaches the society. Thus the students with values are beneficial for the society. When we talk about curriculum, it not only includes mathematics, science, language courses or politics but also values as a vital part of the curriculum.

In School for Sympathy, E.V. Lucas has exquisitely explained the teaching of values to the students by Miss Beam.

She makes healthy students and thus the students realize the sufferings of physically handicapped. Each student in the school has one blind day, lame day, deaf day and dumb day. This practice teaches those values and humanity and undoubtedly increases the will power of the students as when Miss Beam says,

'Oh, no', she said, 'she's not lame really; this is only her lame day. Nor are others blind; it is only their blind day'. I must have looked very much astonished, for she laughed again. "There you have essential part of our system in a nutshell. In order to get a real appreciation and understanding of misfortune into those young minds we make them participants in misfortune too.

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In the end of the story, when the writer tells Miss Beam that he feels sorry to leave the place, Miss Beam feels happy about it and realizes that there is something in her system and is sure that the students of her school will definitely become good citizens and teach humanity to others. She replies to the author,

Then there is something in my system after all

If during teaching, teaching of values is ignored and not learnt by the students, then it can cause various problems for the society as students are the pillars on which the nation stands; they are the ultimate future of the country.

It is the school that encourages the learning of certain values and there are the teachers from whom the students learn. In the schools, the students learn from everyday's incidents the role of values such as- punctuality, discipline, good manners and good language, cleanliness, respect and consideration for others, truthfulness and so on. It is the teacher from whom the student learns to work hard, to support, perseverance, tolerance, patience and many other concepts. And the values can be taught to the students while teaching them their general course. It is necessary for the educational institutes to encourage co-curricular activities such as- any youth programme, NCC, various games, sports, art and cultural activities. It is with the help of these activities that the students learn to obey the rules and regulations, appreciate team work, learn to take defeat with honour, learn to share and uphold social services. In order to inculcate values among the students common activities can be followed like morning prayer in schools and colleges, a short speech on any important topic- cultural, religious, discipline, moral values by the head of the institute and many such activities.

By acquiring education and degree, we contribute to the literary percentage of the country but degrees cannot bring values to us. These are learnt by the collective efforts of the teachers and students along with general course. Values help the students to prepare for future roles in the society. In educational institutes, students get education and later on a status in the society but this status are achieved not only through education but through values. Today's children are tomorrow's leaders. To make a better future and to improve the past and present, values are necessary to be taught to and learnt by the students.

Values include honest and non-violent society. Honesty is important because it creates peace of mind and promotes relationship of trust. The benefits of honesty extend personal health and society at large. To promote peace in the society, it is necessary that there should be non-violence in the society. We generally heard about fights in schools, colleges and of course we cannot ignore the aspect of cheating in exams. These all show the lack of education of values to the students. So, it is essential to make values explicit and yes, to assess the effectiveness of these values. It is, no doubt, very necessary for the parents to teach values to their children and for this purpose parents have to give proper time to their children. If because of busy schedule, parents are unable to attend to their children, they can admit them in playways. Thus at the very beginning of their growing years, children start learning values and gradually they become able to nip the evils in the bud like the customs of dowry, drug menace, female feticide and many such evils. In order to teach these values to the students, many countries like Indonesia, India, Australia, Japan, Philippines have launched value education programmes. Values include other aspects such as ethics, loyalty, patience, compassion, generosity and kindness that no book can teach.

Values give rise to moral development of an individual as explained by Lawrence Kohlberg. He has explained the stages of moral development that constitute an adaptation of a psychological theory originally conceived by the Swiss psychologist Jean Piaget. The theory holds that moral reasoning, the basic for ethical reasoning has six identifiable developmental stages. Expanding Piaget's work, Kohlberg determined that the process of development of values and moral development is principally

concerned with justice and it continued throughout individual's lifetime. The six stages of moral development are grouped into three levels: pre-conventional morality, conventional morality, post-conventional morality. No stage can be skipped as each provides a new and necessary perspective:

LEVEL 1 (PRE-CONVENTIONAL)

1. Obedience and punishment orientation
2. Self-interest orientation

LEVEL 2 (CONVENTIONAL)

3. Interpersonal accord and conformity
4. Authority and social-order maintaining orientation

LEVEL 3 (POST-CONVENTIONAL)

5. Social contract orientation
6. Universal ethical principles

When we talk about pre-conventional level of moral development, it is especially common in children; sometimes adults also exhibit this level. This level is solely concerned with the self in an egocentric manner. A child at pre-conventional level of moral development has not yet adopted societies conventions regarding what is right or wrong but instead focuses largely on the external consequences that certain actions may bring. The difference between right and wrong is taught to the students when they come under the guidance of their teachers and when they are given examples from books. At pre-conventional level, students learn values through two stages. In stage one (obedience and punishment orientation), individuals focus on the direct consequences of their actions. So the values are learnt directly by the individuals. An example of obedience and punishment driven morality would be a child refusing to do something because it is wrong and not acceptable by the society and that the consequence results in punishment. A child can refuse to do something wrong if he actually knows what is right and wrong and that is taught to him by his teachers. Stage two (self-interest driven) expresses the 'what's in it for me' position, in which right behaviour is defined by whatever the individual believes to be in their best interest but understands in a narrow way which does not consider one's reputation or relationships to groups of people. Stage two shows a limited interest in the needs of others but only to a point where it might further the individual's own interests. As a result, concern for others is not based on loyalty or intrinsic respect but rather "You stretch my back and I'll stretch yours" mentality. So at the pre-conventional stage, it is very necessary to teach the real meaning of life to the students; so a special emphasis should be on the teaching of values. That will make them good human beings who will help others selflessly.

Level two that is conventional level of moral reasoning is typical of adolescents and adults. In this level, morality of actions is judged by comparing the actions with society's views and expectations. It is concerned with society's norms concerning right or wrong, good or bad. At this level, an individual obeys rules and follows society's principles even when there are no consequences for obedience or disobedience. So in order to develop morally, we follow some values to be accepted by the society. And how society will accept an individual is learnt from the teachers during the course of education. Thus in stage three (interpersonal accord and conformity), the self enters the society by conforming the social standards. Individuals are receptive to approval or disapproval from others. They try to be "good boy" or "good girl" and it depends on the manner of accepting values for the society. In stage four (authority and social-order maintaining orientation, it is important to obey laws, dictums

and social conventions because of their importance in maintaining a functioning in the society. Moral reasoning in this stage is beyond the need for individual approval exhibited in stage three. If a person violates law, it is morally wrong; thus a significant factor in this stage separates the bad domain from the good ones.

Third level (post-conventional) also referred to as principled level is marked by the growing realization that individuals are separate entities from society and that the individual's own perspective may take precedence over society's view; individuals may disobey rules in consistent with their own principles. But they can do so if they know the laws and rules and imply them in such a way that is beneficial for the society. Such an action shows the values learnt by the individual along with his education. In stage five (social contract driven), the world is viewed as holding different opinions, rights and values and we must commence those values that are mutually decided by other members of the society. Majority decision and inevitable compromise is required at this stage and that is possible only if one has learnt the values of co-operation and compromise or sacrifice. In stage six (universal ethical principles driven), moral reasoning and values are based on abstract reasoning using universal ethical principles. Laws are valid only insofar these are grounded on justice and a commitment to justice carries with it an obligation to disobey unjust laws. To disobey something, the knowledge of values for the welfare of the one's self and the society is necessary. From the pre-conventional level to post-conventional, values play an important role in the life of each and every individual. Without them, we cannot stand in the society and be judged in good terms by others and yes, cannot judge others.

The issue of communalism also exhibits the role of values in an individual. It is such a crucial time, when one has to act wisely in order to save the mankind. As in *Final Solutions*, Mahesh Dattani deals with the attitudes of three generations of a middle-class Gujrati business family in which everyone- Hardika, her son, Ramnik Gandhi, her daughter-in-law, Aruna- all lived by devoting to Hindu religion. Smita, Hardika's grand-daughter cannot allow herself a relationship with a Muslim boy. But when Javed and Babban, two Muslim boys seeked shelter during riots in their house; in typical Hindu family, the values of tolerance and generosity emerged as a powerful tool to control the crisis. This is one such play that holds the mirror to the society we live in. By citing such excellent examples to the students, values can be imparted to them and thus they can be made benevolent.

When we talk about education and values, one cannot forget the speech delivered by A.P.J. Abdul Kalam when he says in *A President Speaks*

Give 10 minutes for your country, and read on:

YOU say that our government is inefficient

YOU say that our laws are too old

YOU say that the municipality does not pick up the garbage.

YOU say that phones don't work, the railways are a joke, the airline is the worst in the world.

YOU say that mails never reach their destination.

YOU say that our country has been fed to the dogs and is the absolute pits

YOU say, say and say. What do YOU do about it?

then he asks and answers,

So who's going to change the system? What does a system consist of? Very conveniently for us it consists of our neighbours, other households, other cities, other communities and the government. But definitely not me but YOU!

And his final words are quite inspiring for all,

Ask What We Can Do for India and Do What Has to Be Done to Make India What America and other Western Countries are Today.

By teaching such lessons to the students, a teacher can easily inculcate values among the students and can make them good citizens and of course encourage them to do something useful for the growth and development of the country.

To infer, it can be said that education and values go simultaneously. One cannot be imparted without the other; if done so it will be futile. The teaching of values to a child starts at home, then in his play way, then in school and college and ultimately he implies those values in the society and makes it a better place to live in. At the beginning of one's growth, one does not know the difference between good and bad, right and wrong. It is taught to the person. He is given such values by his educational institute that he becomes the accepted member of the society. He is educated regarding laws; taught some universal values and when he gets to know the difference between good and bad, he is able to stand against any law that is not just for him and for the society. And these values are learnt by one at pre-conventional, conventional and post-conventional level. So, education helps us to learn the values and because of education we can impose those values in our life.

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Chapter-14

Development of Emotional Intelligence

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ABSTRACT

The present article is an attempt to convey the importance of Emotional Intelligence and how to develop it in a healthy way. Our emotions play an important role in guiding and directing our behavior. Many times they seem to dominate us in such a way that we have no solution other than behaving as they want us to. Emotions play a key role in providing a particular direction to our behavior and thus shaping our personality according to their development. These emotions in one self and in others and most importantly being able to use the emotions as a source of information for problem solving, being creative and dealing with social situations. Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way-this is not easy. -*Aristotle, The Nicomachean Ethics*

Emotional intelligence consists of two major aspects, 'emotions' and 'intelligence'. Emotions refer to motions, movements, feelings, etc. They are complex and contagious e.g. anger, sadness, fear, enjoyment, hate, love, disgust, shame, etc. Emotions have physiological cognitive elements that influence behaviour. Emotional intelligence enables one to learn, to acknowledge and understand feelings in ourselves and in others. It involves the ability to perceive accurately, appraise, and express emotions.

Etymologically, the word emotion is derived from the latin word 'EMOVERERE' which means 'to stir up' or 'to excite'. Therefore, emotion may be understood as agitated or excited state of our mind and body. Emotional intelligence like general intelligence is the product of one's its interaction with his environmental forces. Until recently we have been lead to believe that the person's general intelligence measured as I.Q. or intelligence quotient is the greatest predictor of success in any walk of life – academic, social, vocational or professional. Consequently, the I.Q. scores are often made in to use for the selection, classification and promotion of the individuals in the various programs, courses and job placements. However, researches and experiments conducted in the 90's onwards have tried to challenge such over dominance of intelligence and its measure I.Q. by replacing it with the concept of emotional intelligence and its measure emotional quotient (E.Q.).

Emotional intelligence is the ability to recognize emotions, understand what they're telling you, and realize how your emotions affect people around you. Emotional intelligence also involves your perception of others: when you understand how they feel, this allow you to manage relationships more effectively.

According to Mayer and Salovey (1995), "Emotional intelligence may be defined as the capability to reason with emotions in four areas; to perceive emotions, to integrate it in thought, to understand it and to manage it."

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Goleman (1995) defined emotional intelligence as the capacity for motivating ourselves and for managing emotions well in us and in our relationships.

Thus, whatever may be the terminology used by all these different writers and psychologists, their definitions tend to describe emotions as some sort feelings or affective experiences which are characterised by some psychological changes that generally lead them to perform some or the other types of behavioural acts.

CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

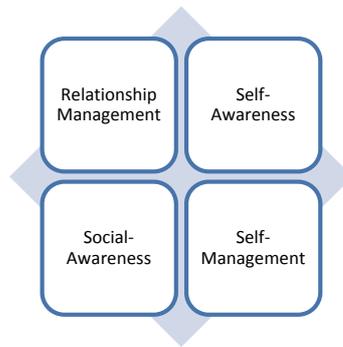
Daniel Goleman an American psychologist developed a framework of five elements that define emotional intelligence:

- **Self-Awareness** – People with high emotional intelligence are usually self-awared. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident because they trust their intuition and don't let their emotion get out of their control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so that they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence.
- **Self-Regulation** – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't take impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
- **Motivation** – People with high degree of emotional intelligence are usually motivated. They're highly productive, love a challenge, and are very effective in whatever they do.
- **Empathy** – This is another important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and view point of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent in managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
- **Social Skills** – It's usually easy to talk to and like people with good social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

Thus, emotional intelligence can be a key to success in your life especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your emotional intelligence can be a good way to show others the leader inside you. When people of high cognitive ability fail and those with moderate cognitive abilities succeed, it is due to emotional intelligence and social abilities.

DEVELOPMENT OF EMOTIONAL INTELLIGENCE

To successfully develop your own emotional intelligence you must be willing to reflect on your own performance and behaviour. This requires you to review situations with an objective, honest and open mindset. Unless you are willing to 'really' see what you find, you will not be able to raise your EQ.



The four competencies that make up EQ are shown in diagram above. Your development starts with 'self-awareness' and moves around the segments in a clockwise direction.

- **Self-awareness** – You recognize your own emotions and how they affect your thoughts and behavior. You know your strengths and weaknesses, and have self-confidence.
- **Self-management** – You're able to control impulsive feelings and behaviors, manage your emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances.
- **Social awareness** – You can understand the emotions, needs, and concerns of other people, pick up on emotional cues, feel comfortable socially, and recognize the power dynamics in a group or organization.
- **Relationship management** – You know how to develop and maintain good relationships, communicate clearly, inspire and influence others, work well in a team, and manage conflict.

Strategies to Develop Emotional Intelligence

1. **The Ability to Reduce Negative Emotions:** No aspect of EQ is more important than our ability to effectively manage our own negative emotions, so they don't overwhelm us and affect our judgment. In order to change the way we feel about a situation, we must first change the way we think about it. Here are just two examples:
 - A. **Reducing Negative Personalization.** When you feel adversely about someone's behavior, avoid jumping to a negative conclusion right away. Instead, come up with multiple ways of viewing the situation before reacting.
 - B. **Reducing the Fear of Rejection.** One effective way to manage your fear of rejection is to provide yourself with multiple options in important situations, so that no matter what happens, you have strong alternatives going forward.
2. **The Ability to Stay Cool and Manage Stress:** Most of us experience some level of stress in life. How we handle stressful situations can make the difference between being assertive versus reactive, and poised versus frazzled. When under pressure, the most important thing to keep in mind is to keep our cool. Here are two quick tips:
 - A. If you feel nervous and anxious, put cold water on your face and get some fresh air. Cool temperature can help reduce our anxiety level. Avoid caffeinated beverages which can stimulate your nervousness.
 - B. If you feel fearful, depressed, or discouraged, try intense aerobic exercises. Energize yourself. The way we use our body affects greatly the way we feel. As the saying goes - motion dictates emotion. As you experience the vitality of your body, your confidence will also grow.

- 3. The Ability to Be Assertive and Express Difficult Emotions When Necessary:** *“Being who we are requires that we can talk openly about things that are important to us, that we take a clear position on where we stand on important emotional issues, and that we clarify the limits of what is acceptable and tolerable to us in a relationship.”— Harriet Lerner*

There are times in all of our lives when it’s important to set our boundaries appropriately, so people know where we stand. These can include exercising our right to disagree (without being disagreeable), saying “no” without feeling guilty, setting our own priorities, getting what we paid for, and protecting ourselves from duress and harm.

- 4. The Ability to Stay Proactive, Not Reactive in the Face of a Difficult Person;** Most of us encounter unreasonable people in our lives. We may be “stuck” with a difficult individual at work or at home. It’s easy to let a challenging person affect us and ruin our day. What are some of the keys to staying proactive in such situations? Here are two quick tips:

- A.** When you feel angry and upset with someone, before you say something you might later regret, take a deep breath and count slowly to ten. In most circumstances, by the time you reach ten, you would have figured out a better way of communicating the issue, so that you can reduce, instead of complicate the problem
- B.** Another way to reduce reactivity is to try to put you in the difficult individual’s shoes. For example, consider the person you’re dealing with, and complete the sentence: “It must not be easy.”

- 5. The Ability to Bounce Back from Adversity**

“I’ve missed more than 9000 shots in my career. I’ve lost almost 300 games. 26 times, I’ve been trusted to take the game winning shot and missed. I’ve failed over and over and over again in my life. And that is why I succeed.” Michael Jordan

Life is not always easy. We all know that. How we choose the way we think, feel, and act in relation to life’s challenges can often make the difference between hope versus despair, optimism versus frustration, and victory versus defeat. With every challenging situation we encounter, ask questions such as “What is the lesson here?” “How can I learn from this experience?” “What is most important now?” The higher the quality of questions we ask, the better the quality of answers we will receive. Ask constructive questions based on learning and priorities, and we can gain the proper perspective to help us tackle the situation at hand.

- 6. The Ability to Express Intimate Emotions in Close, Personal Relationships:** The ability to effectively express and validate tender, loving emotions is essential to maintaining close personal relationships. In this case, “effective” means sharing intimate feelings with someone in an appropriate relationship, in a manner that’s nourishing and constructive, and being able to respond affirmatively when the other person does the same.

CONCLUSION

It is concluded that, for the development of adequate and judicious Emotional Intelligence, development of emotions of a child has to be taken care of very cautiously. Hence efforts should be made right from the time of infancy to develop Emotional Intelligence in the right direction.

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Chapter-15

Determinants of Curriculum (Philosophical, Sociological, Psychological and Ideological)

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ABSTRACT

Determinants are the forces that influence the minds of curriculum developers. In this way they affect the content and structure of the curriculum. The curriculum reflects the society and culture of a country and this is the desire of a society that their children should learn the habits, ideas, attitudes and skills of the adult society and culture and culture and educational institutional are the proper way to impart these skills. The duty of teacher and school is to discipline the young of the society and provide them the set of experiences in the form of curriculum. The needs, knowledge and information of the society provide foundation in the formation of curriculum.

INTRODUCTION

Bases are the pillars upon which the building lies. The building of Education also has several bases. The current chapter however, discusses the three main bases of education namely the philosophical / ideological base, the psychological base and the sociological base. By going through the chapter you will be able

- To understand the meaning of philosophical, psychological and sociological bases of education.
- To relate these branches to different mode of life.
- To interrelate philosophy, psychology and sociology to education and its different components.
- To develop analytical thinking by relating different disciplines to educations.

PHILOSOPHICAL/IDEOLOGICAL BASES OF EDUCATION

Since the inception of this world man has been constantly trying to know the truth. This “knowing” is philosophy. It is philosophy, which has interpreted man and his activity in general. Human life cannot properly be understood without philosophy.

There is close relationship between philosophy and life. Conception of life originates from philosophy. Philosophy gives self-consciousness and develops a spirit of enquiry after truth. Life and education are inseparably connected. One cannot be separated from the other. Hence life has a philosophical base and so education also has a philosophical base.

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MEANING AND NATURE OF PHILOSOPHY

Etymologically, the word Philosophy has been derived from two Greek words “Philo” (love) and “Sophia” (wisdom) means love of wisdom. Wisdom is not the same thing as knowledge. Knowledge can be acquired, but wisdom is realized truth. Philosophy is love for the truth and a life’s necessity. Education in the widest sense of the term is life itself and, in a narrow sense it is the preparation for complete living. Philosophy provides a consistent and comprehensive interpretation of life and defines its goals. It helps us to understand the significance of all human experience and activity. It explores the base and aims of life. It is a logical enquiry into the nature of reality. Philosophy tries to answer the deepest question of life. It clarifies life and its base values. Philosophy means points of view concerning purposes and values according to which man tries to live. With the help of philosophy man can understand himself and his relation to the rest of the universe, his origin and his destiny. Philosophy means attitude to life without which man cannot live. Philosophy indicates a certain way of life. Philosophy is an attempt to explain and appreciate life and the universe as a whole. According to Dewey, philosophy signifies “a wisdom that would influence the conduct of life”. According to Raymont, “philosophy is an unceasing effort to discern the general truth that lies behind the particular facts.” All these philosophers had their own philosophies, beliefs and values. Thus beliefs, values and ideals mould and direct human activity. Education is nothing but human effort and activity. Philosophy, therefore, is inseparable from education.

MEANING AND NATURE OF EDUCATION

Education is the process of development of the child or the individual. It is a life-long process. Education tries to develop the innate potentialities of the individual in a harmonious manner. Education is harmonious development of all the powers of the human being i.e. physical, social, intellectual, aesthetic and spiritual. Thus, education is intimately connected with the life and experience of an individual. Hence education, life and philosophy are closely interrelated. There are no antitheses between philosophy of life and philosophy of education. They practically sail in the same boat.

INTERRELATION BETWEEN EDUCATION AND PHILOSOPHY

Philosophy is the mother of education and education gives birth to Philosophy. This may seem contradictory but the relationship between philosophy and education is very close. Philosophy furnishes the goals of life and education gives the means to achieve those goals. Man is the common subject of both philosophy and education. Philosophy and education are interrelated, interdependent, identical and inseparable from each other. Every philosopher has an educational outlook and every educator has a philosophy of life. No system of education is completely divorced from philosophy. Philosophy provides the aim of life and thereby the aim of education and education provides the vehicle for carrying out that philosophic aim in practical life. According to James Ross, “Philosophy and Education are two sides of a coin: the former is contemplative while the latter is the active side,” Philosophy is thus an exhaustive and comprehensive inquiry into the world of matter and mind viewed as one whole. John Dewey defines philosophy as a theory of education in its most general aspects. He holds that “an education is the laboratory in which philosophic truth become concrete and is tested.”

The interdependence of philosophy and education is evident from the fact that all great philosophers are great educators- Socrates in Greece, Confucius in China, Buddha, Tagore and

Gandhi in India. They reflected their philosophical views in their educational schemes. For example, Plato's idealism gave birth to his cultural scheme of education, Rationalism in philosophy produced the theory of formal discipline in education, and Rousseau's anti-social philosophy was reflected in his "negative or natural education". American pragmatism has resulted in the project method of education. Naturalism has introduced the play-way method. Hence there is no reason to believe that education is unaffected by philosophy. The truths and principle established by philosophy are applied in the conduct of education process. Rousseau, Fichte and others, therefore contend that in the true sense of the term education is real philosophy. All educational programmes become consistent if their foundations are laid on sound philosophy. Philosophy formulates the aims of life and education offers suggestion how these aims are to be achieved. Education is a sustaining, progressive and purposive effort, whose strength comes only form the moral values of the community, the only source of which is philosophy.

Therefore, we can say that without philosophy, education would be nothing but a blind effort and without education philosophy would be no better than a cripple. Divorced from philosophy, education would become an aimless endeavor; a hopeless waste of time and energy. Thus, philosophy gives education its point, its target, its goal.

Philosophy exercises tremendous influence on education in all its aspects-aims, curriculum, methods, teachers, textbooks, administration, discipline, evaluation etc. There is no aspect of education, which is not influenced and determined by philosophy. There is no escape from a philosophy of life and of education. It determines the aims and content of education; it influences discipline in the school; it exercises an effective influence on the methods of teaching and it defines the role of the teacher in the educational set-up.

PHILOSOPHY AND AIMS OF EDUCATION

Every scheme of education has some aims to be attained. Aims differ from time to time and place to place. But aims have a common element. Aims of education are determined by aim of life or philosophy of life. Philosophy formulates the ends of life, and education offers suggestions how these ends are to be achieved. Aims of education change with the changing philosophy of life. The aim of Spartan system of education was to prepare patriotic citizens and soldiers. The Athenian system of education aimed at the cultural development of each individual. The British Public Schools aimed at citizenship. The Nazi system of education was determined by Nazi philosophy of life. Thus, aims of education are relative to the aims and philosophy of life.

PHILOSOPHY AND CURRICULUM

Philosophy determines the aims of education and curriculum determines how these aims can be attained. The curriculum is the means to attain aims of education. Curriculum is to be determined by the educational objectives which are again determined by philosophy. Hence, the curriculum to be followed in schools has to conform to the prevailing philosophy. Thus, the problem of curriculum construction is tackled and solved by philosophical beliefs.

PHILOSOPHY AND TEXT BOOKS

The text books constitute the part of curriculum. The adoption of appropriate text-books is, therefore, closely connected with philosophy. Briggs has rightly pointed out that the selection of text books depends on the ideals and values of a particular time and society. Philosophy is reflected in the content material of text-books.

PHILOSOPHY AND METHODS OF TEACHING

Method means the art of teaching or the knowledge to which the teacher follows in the communication of knowledge to the students. The effectiveness of this teaching-learning process depends to great extent on the nature or art of communication. This art of communication or the classroom techniques are satisfactorily tackled by philosophy.

Naturalist philosophy has emphasized the child-centered methods of education. It requires the methodology to recognize the inborn capacities of children. Educators like Rousseau, Fichte and Montessori stand for non-intervention by the teacher. The idealist philosophy, on the other hand, pleads for intervention in the education of the child by the teacher. Idealism argues that as the child has to realize certain ultimate values, the method of teaching must be teacher-centered. Pragmatism lays stress on problematic and creative activities and it advocates project method for effective learning.

PHILOSOPHY AND DISCIPLINE

The nature or type of discipline is always determined by the philosophy. Naturalism emphasizes self-assertion of the individual, as against blind obedience to authority. The idealists, on the other hand, wish the individual to rise above self. Idealism relies much on the personality of the teacher for the maintenance of discipline. Pragmatists advocate complete freedom from external pressure. Thus, we see that the problem of discipline is closely related with philosophy, and the conception of discipline as held by a teacher or educator will always be influenced by his philosophical beliefs.

PHILOSOPHY AND TEACHER

The teacher is the soul of the educative process. A teacher not only has a thorough knowledge of his subject, but also he must know man, the society at large. He must have a clear vision about everything he comes into contact. Plato has defined philosopher as "One who has a taste for every sort of knowledge, one who is curious to learn and is never satisfied." A teacher needs to study philosophy as a person and as a teacher. It helps him to keep manifold relations with his pupil.

A teacher must have a definite outlook on life, optimistic or pessimistic, positive or negative, materialistic or idealistic. Any one of these beliefs will affect the various problems of education – the aims, the discipline, the curricula, the methods, the technique of teaching and the organization. So a teacher must have an adequate and sound philosophy. He must have a thorough grounding in philosophy.

PHILOSOPHY AND EDUCATIONAL ADMINISTRATION

Educational administration is also not untouched by philosophical doctrine. Mental tests and personality tests, which occupy a very prominent place in the field of educational administration, also require a definite philosophy.

PHILOSOPHY AND EVALUATION

Evaluation is the continuous process of measuring the educational achievements in the light of educational aims already determined. Educational aims are determined by philosophy of life. Hence the first step of evaluation is the clear knowledge of educational aims.

Thus, we find that philosophy affects both the theoretical and practical aspects of education.

One cannot be separated from the other. For individual and social development first of all we must have clear and definite educational objectives. Philosophy helps to solve the problem. We are in urgent need of a comprehensive philosophy of education, without it a teacher cannot work creatively and efficiently.

PSYCHOLOGICAL BASES OF EDUCATION

Psychology has greatly influenced the development of modern education. Basic connections and relationships between psychology and education are manifold. Educational theory and practice are conditioned by the nature of human behaviour.

NATURE OF PSYCHOLOGY

The term psychology has been derived from two words “Psyche” meaning mind and “Logos” meaning science. Hence psychology is the science of mind. J.B. Watson in the beginning of the 20th characterized psychology as the science of behaviour. Like other sciences psychology has two main branches- Experimental Psychology and Applied Psychology. The former tries to determine the course or tendencies of human behaviour; the latter intends to improve human life with the application of the scientific knowledge of the human behaviour.

INFLUENCE OF PSYCHOLOGY ON MODERN EDUCATION

Educational Psychology has influenced the modern educational theories and practices in various ways. Psychology deals with the total behaviour pattern of man. Educational behaviour has different facets or dimensions, as it is also a social behaviour. In order to make the educational process effective Psychology helps us greatly.

INFLUENCE OF PSYCHOLOGY ON THE THEORETICAL ASPECT OF EDUCATION

- The primary aim of education is the total development of the child. In the past the child occupied the pivotal position in the educational area. But now the child occupies the central position. Modern education is child-centric, that is why psychology studies the nature and behaviour of the child in different facets. Child centralism is the direct effect of psychology on education.

In modern education, the concept of school has undergone tremendous changes. The school is now regarded as the replica of the society. For bringing desirable and permanent changes in the child the school should be organized as a society. So the child should be educated in the social environment of the school. Thus in modern education the concept of school has greatly been influenced by the theory and practice of social psychology.

Another important theoretical aspect of modern education is the activity principle. This means that the child should learn through self- activity. According to the psychologists activity is the natural tendency of the child. His natural inclinations are expressed through his activity. Education can be meaningful if these inclinations are utilized for the purpose of education. This activity principle is based on the psychological theory.

In modern times the meaning of education has changed to a great extent. It is a life-long process from birth to maturity. Education is the process of acquiring experience throughout life. Growth brings changes in the behaviour pattern of the child. Changes take place through the adjustment to the

environment in which the child lives. In the way of adjustment the child acquires new experiences and this process of acquiring experience is education. Thus this new meaning of education has psychological basis.

INFLUENCE OF PSYCHOLOGY ON THE PRACTICAL ASPECT OF EDUCATION

All modern methods are psychological methods. Learning can be effective if the content of education is communicated through the senses. Children are sensitive as well as imaginative. Senses are the gateways of knowledge. Hence in presenting instructional materials the senses (audio-visual) should be maximum utilized. In psychology the training of the senses has greatly been emphasized.

Another characteristic feature of modern educational method is that content of instruction should be presented in continuous, sequenced and integrated way. Psychology emphasizes that for proper understanding this continuous, sequenced and integrated presentation of facts is needed. This is the contribution of psychology.

Each individual has his own innate potentialities. For his educational development each individual should be treated separately. This educational principle is the product of psychology.

All modern methods of teaching emphasize that the students should actively participate in the learning process. He should not be passive recipient of knowledge. Through different methods of teaching the students are made active. This activity principle of education is the contribution of psychology.

Psychology has also influenced the modern principle of curriculum construction. In the past, disciplinary value of a subject was the main criteria of selection of subjects for curriculum. But the modern psychologists have discarded the theory of formal discipline. They think that no subject is indispensable for curriculum construction for its unlimited disciplinary value.

All the principles of modern school organization and administration have directly been influenced by psychology. For example timetable is framed on the basis of fatigue index of the students. The modern concept of school discipline is also a psychological product. Psychology emphasizes the importance of freedom of the child in the maintenance of discipline in the school.

Modern educational science attaches importance to the proper analysis of maladjusted behaviour of the school children.

From the above discussion it is evident that psychology has influenced education in different ways. In the field of determination of aims of education the impact of psychology is very meager. The educational aims have mainly been influenced by philosophy. But psychology chalks out the ways and means by which the educational aims can be attained. Thus the influence of psychology on the theoretical aspect of education is partial and limited. But its influence on the practical field of education is significant and total.

SOCIOLOGICAL BASES OF EDUCATION

Education takes place in society constituted of individuals. It is a social process. It has a social function as well as social relevance. A school is created by the society and the society is shaped and molded by the school. Thus, education is both a cause and product of society. It originates in the society and it must fulfill the needs and aspirations of the society. There is thus an intimate relationship between education and society. Modern education has two-fold functions. It must help in individual development as well as social progress. An individual can only develop in the right direction in social environment. Education helps to solve the multifarious social problems.

MEANING AND NATURE OF SOCIOLOGY

Sociology has come from two words Societies and Logos meaning “society” and “science” respectively. Hence scientific study of society is commonly known as sociology. Society is more than a mere assemblage of individuals. It involves interaction and interrelation between individuals and groups. In fact, society exists only in the articulate consciousness of human beings. On the other hand, the individual depends upon the society for his existence and self-development. It is society that acts as the selective agent and determines which of the possibilities will be allowed to develop through interaction with social groups and situations the original tendencies are modified, coordinated and shaped into individual is influenced by social direction. Sociology aims at explaining the inter-personal and group relationships. It explains occupational, religious or social groups, the nation or the state. It studies various social changes that are taking place within group life and analyses such processes of interaction as competition, Conflict, co-operation, accommodation and assimilation. It examines social change and social control, analyses the concepts of civilization and culture and deals with such social problems as crime juvenile delinquency, poverty and other social evils with a view to their solution.

Emile Durkheim, the French sociologist, for the first time felt the need of sociological approach to Education. He considered education “to be something essentially social in character, in its origin and its functions.” He emphasized that education is not a static phenomenon but a dynamic and ever-changing process. Every society with its own changing socio-cultural needs will require an education to meet those needs. Since needs change continuously therefore education must also change. The needs of different societies differ therefore education should be dynamic.

Educational sociology is a branch of sociology, which is confronted with the problems of relationship between society and education. It makes an effort to achieve the aims of sociology through educational process, which is nothing but an interaction between the individual and the society. The knowledge of social interaction is one of the most important elements for social progress. Thus the development of the individuality is dependent on the reaction of the individual to his social environment. Hence we can say “By educational sociology we mean the science which describes and explains institutions, social groups and social processes, and social relationships in which or through which the individual gains and organizes his experiences.”

According to Brown, Educational Sociology is the study of interaction of the individual and his cultural environment. Thus social interaction is the key area of educational sociology. The individual becomes a person as a product of this interaction. Educational Sociology is particularly interested in finding out how to manipulate the educational process for better personality development.”

John Dewey emphasized the importance of the socialization of the individual for education. He considered that through the participation of the individual in social process the complete development of education takes place. The educational process is nothing but a social process. The school is a social institution, which purifies the society, progress it and makes the individual conversant with the society.

Thus, Educational Sociology is the study of those phases of sociology that are of significance for educative processes. Education sociology treats the school problems as of greatest importance to the nation. They are the problems of society and all social institutions, social direction, individual motivation and of effective group-actions. Educational sociology analyses and evaluates the groups and institutions in which learning takes place and the social process involved in learning and teaching. It analyses and evaluates the social trends and ideologies, which affect education. It helps us to understand that education is a means of social change. It throws light on human interaction and relationships within the school and the community. It emphasizes that learning is a social process. It is the total cultural milieu in which and through which the learning experience is acquired and organized.

IMPACT OF EDUCATIONAL SOCIOLOGY ON EDUCATION

Educational sociology plays a vital role on the modern educational theories and practices the aims of education, the principles of curriculum construction, the methods of teaching, the school organization and administration.

Education is not mere schooling or instruction imposed by the elders on the younger ones. It is equivalent to the development of character or personality by means of the social life of education institutions. The social life includes all kinds of out-of-class activities. Man acquires experience throughout his life. This acquisition of experience is education. This process of acquiring experience is a social process and it is related to and influenced by social factors. Education is thus a social process and its function is not only to preserve the social heritage but also to enrich it. Learning is the result of social interaction and social motivation. Education helps to develop this social self so that an individual may become an effective and useful member of the society. Education is a process of directed learning. Education sociology focuses upon the social forces through which the individual gains experience.

AIMS OF EDUCATION

Education sociology has its indirect impact on the aims and objectives of education. Educational sociologists think that education is a social process and it should be directed to social welfare. With this view the determination of the objectives of education is highly needed. The sociologists attach equal importance to the individual and social aspects of education.

The aim of modern education is individual development as well as social advancement. Education enables an individual to make his life better both as an individual and as a member of his society. Education now emphasizes total development of an individual. This total development includes intellectual, social, moral, aesthetic, cultural, physical development. Education should bring about a change not only in the amount of knowledge gained but in abilities to do, to acquire habits, skills, interests and attitudes which characterize a person who is society accepted, personally well-adjusted and socially responsible. Thus, educational sociology emphasizes the social aims of education.

CURRICULUM CONSTRUCTION

The impact of educational sociology on the principles of curriculum construction cannot be ignored. In ancient age the child was regarded as an adult. The adults used to frame the curriculum and imposed it on the young learners. This curriculum was obviously the brainchild of the adults. The child, his interests and inclinations were not taken into consideration. But in the modern age all these traditional views of curriculum construction have been totally rejected as unscientific. The curriculum is now in conformity with the general aims of education and it must help in the total development of the child. In the modern sense the curriculum is not mere a bundle of subjects but includes all types of activities in the school, which provide diverse experiences to the child. It is now the sum total of the experiences gathered by the child through social interactions in the school. Modern curriculum thus emphasizes the social need of education.

ACTIVITY PRINCIPLE IN EDUCATION

Nothing can be taught, everything is to be learnt is the main idea of present-day education. The children are no longer passive recipients of knowledge they are now active participants in the

learning process. This means that every useful productive work has learning value. Thus work-based education helps in the social development of the child. It prepares an individual to face the social reality. It helps in the process of socialization of the child and bringing social cohesion and solidarity.

THE SCHOOL

In modern education the school is regarded as a society in miniature. The students learn through constant social interactions in the school. John Dewey says: "School is a purified, simplified and better balanced society." The school is an effective vehicle for socialization of the child. Thus schools are an important social agency or institution, which performs various social functions and responsibilities.

THE SCHOOL ORGANIZATION AND MANAGEMENT

The school administration has now been democratized. The students are now allowed to participate in school administration and shoulder various administrative responsibilities. The school self-government is now an accepted educational principle and practice. This is no doubt the result of sociological principle in education.

THE TEACHER

In modern education the teacher is regarded as a friend, philosopher and guide. He must prepare himself for this noble work.

To fulfill this responsibility the teacher must possess suitable personality.

HUMAN RELATIONS

Education thinks that the work of education cannot be carried on properly without reference to human relations. Human relations are also developed among students in the school society. These human relations determine the course of education. For this purpose now sociometric technique is applied in education. With the help of sociometric technique the group dynamics in school can be ascertained.

METHODS OF TEACHING

The methods of teaching are also influenced by educational sociology. The teacher has to adopt some method or technique to establish relationship between the objectives and the materials of instruction. The educational sociologist, according to Payne, judges the effectiveness of teaching method and technique in the light of three principles:

- The method of teaching is effective only in so far as the skills and knowledge acquired in the classroom are actually made by the individual in his adjustment to social situations.
- The method of teaching must place primary emphasis on social behaviour outside the classroom.
- The method of teaching must seek to utilize the social forces operative in the social life in order to develop capacity for social adjustment.

Thus it is evident that every aspect of education such as aims, functions, materials of instructions, and methods of teaching is greatly influenced by social factors. Modern education aims at total development. Here lies the need of sociological foundation of education.

CONCLUSION

It can be concluded that curriculum provides guidelines in the selection of objectives, learning experiences and content of the curriculum and how to evaluate the curriculum, learning experiences and achievements of the students. The purpose of curriculum planner and developers is to translate traditional norms, philosophies, ethics, knowledge and attitudes in the objectives of curriculum, the content, learning processes and evaluation of elements of the curriculum.

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Chapter-16

Rubrics as an Educational Innovation

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ABSTRACT

Instructors have many tasks to perform during the semester. Among those is grading, which can be subjective and unstructured. Time spent constructing grading rubrics while developing assignments benefits all parties involved with the course: students, teaching assistants and instructors alike. Sometimes referred to as a grading schema or matrix, a rubric is a tool for assessing student knowledge and providing constructive feedback. Rubrics are comprised of a list of skills or qualities students must demonstrate in completing an assignment, each with a rating criterion for evaluating the student's performance. Rubrics bring clarity and consistency to the grading process and make grading more efficient

WHAT ARE RUBRICS?

A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. The descriptions of the possible levels of attainment for each of the criteria or dimensions of performance are described fully enough to make them useful for judgment of, or reflection on, progress toward valued objectives. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

A Rubric Identifies

- **Criteria:** the aspects of performance (e.g., argument, evidence, clarity) that will be assessed
- **Descriptors:** the characteristics associated with each dimension
- **Performance Levels:** a rating scale that identifies students' level of mastery within each criterion.

Rubrics can be established for a variety of assignments such as essays, papers, lab observations, science posters, presentations, etc. Regardless of the discipline, every assignment contains elements that address an important skill or quality. The rubric helps bring focus to those elements and serves as a guide for consistent grading that can be used from year to year.

Anatomy of a Rubric

All rubrics have three elements: objective, its criteria, and evaluation scores.

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LEARNING OBJECTIVE

Before creating a rubric, it is important to determine learning objectives for the assignment. What you expect your students to learn will be the foundation for the criteria you establish for assessing their performance. As you are considering the criteria or writing the assignment, you may revise the learning objectives or adjust the significance of the objective within the assignment.

CRITERIA

When writing the criteria (i.e. evaluation descriptors) start by describing the highest exemplary result for the objective, the lowest that is still acceptable for credit, and what would be considered unacceptable. Be concise by using explicit verbs that relate directly to the quality or skill that demonstrates student competency. There are lists of verbs associated with cognitive categories found in Bloom's taxonomy (Knowledge, Comprehension, Application, Evaluation, Analysis, and Synthesis). These lists express the qualities and skills required to achieve knowledge, comprehension or critical thinking.

EVALUATION SCORE

The evaluation score for the criterion can use any schema as long as it is clear how it equates to a total grade. Keep in mind that the scores for objectives can be weighted differently so that you can emphasize the skills and qualities that have the most significance to the learning objectives.

TYPES OF RUBRICS

There are two main types of rubrics:

Holistic (simplistic) and Analytical (detailed).

Selecting your rubric type depends on how multi-faceted the tasks are and whether or not the skill requires a high degree of proficiency on the part of student.

HOLISTIC RUBRIC

A holistic rubric contains broad objectives and lists evaluation scores, each with an overall criterion summary that encompasses multiple skills or qualities of the objective. This approach is more simplistic and relies on generalizations when writing the criteria. The criterion descriptions can list the skills or qualities as separate bullets to make it easier for a grader to see what makes up an evaluation score.

Sample Holistic Rubric

A Grade	B Grade
Always prepared and attends class Exceptional content knowledge Participates constructively in class Demonstrates initiative Seeks to understand and acknowledge others' thoughts Often reaches full potential if sufficiently challenged Class assignments have something extra about them	Usually prepared and attends class Excellent content knowledge Participates constructively in class Demonstrates initiative Seeks to understand and acknowledge others' thoughts Stretches to reach full potential Completes all class assignments; occasionally adds something extra

C Grade	D Grade
Sometimes prepared and attends class Average content knowledge Occasionally or only challenges thought when encouraged by others Assignments reflect average work Sometimes an active participant in class	Rarely prepared or attends class Low level of content knowledge Rarely participates constructively in class Assignments are late, incomplete, or not turned in at all Does not strive to reach potential

ANALYTICAL RUBRIC

An analytical rubric provides a list of detailed learning objectives, each with its own rating scheme that corresponds to a specific skill or quality to be evaluated using the criterion. Analytical rubrics provide scoring for individual aspects of a learning objective, but they usually require more time to create.

Sample Analytic Rubric

Criteria	50-59%	60-69%	70-79%	80-100%
Knowledge of forms, conventions, terminology, and strategies of literary texts	Demonstrates limited knowledge of forms, conventions, terminology, and strategies	Demonstrates some knowledge of forms, conventions, terminology, and strategies	Demonstrates considerable knowledge of forms, conventions, terminology, and strategies	Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies
Critical and creative thinking skills	Uses critical and creative thinking skills with limited effectiveness	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
Communication of information and ideas	Communicates information and ideas with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity and with confidence
Spelling and grammar	Several errors	A few errors	Some errors	No errors

How to Develop and use Rubrics Effectively

It is suggestible for the beginners to seek guidance from either the experts or the ones who have been using rubrics. Following are some points to be considered while developing and using rubrics:

- Identify the learning outcomes of the given topic.
- Focus on key skills to be tested or developed.
- Indicate clearly, specific measurement of each sub-component of the given task.

- Further very clearly indicate the levels of measurement of each sub-component.
- Develop a different rubric for each assignment.
- Give students a copy of the rubric when you assign the performance task.
- Require students to attach the rubric to the assignment when they hand it in.
- When you mark the assignment, circle or highlight the achieved level of performance for each criterion.
- Include any additional comments that do not fit within the rubric's criteria.
- Decide upon a final grade for the assignment based on the rubric.
- Hand the rubric back with the assignment.

If an assignment is being submitted to an electronic drop box you may be able to develop and use an online rubric. The scores from these rubrics are automatically entered in the online grade book in the course management system.

Advantages of Using Rubrics

Rubrics are important because they clarify for students the qualities their work should have. This point is often expressed in terms of students understanding the learning target and criteria for success. For this reason, rubrics help teachers teach, they help coordinate instruction and assessment, and they help students learn. Using a rubric provides several advantages to both instructors and students.

- **Grading consistency:** Grading according to an explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignment helps ensure that the instructor's grading standards don't change over time. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria.
- **Time saving:** Rubrics can reduce the time spent grading by reducing uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments.
- **Ensure consistency across graders and reduce the bias:** Grading rubrics are invaluable in large courses that have multiple graders (other instructors, teaching assistants, etc.) because they can help ensure consistency across graders and reduce the systematic bias that can be introduced between graders.
- **Clear picture of the strengths and weaknesses of their class:** Used more formatively, rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, instructors can identify those skills or concepts that need more instructional time and student effort.
- **Helpful to students:** The criteria and performance-level descriptions in rubrics help students understand what the desired performance is and what it looks like. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment.
- **Helps teachers to teach:** To write or to select rubrics, teachers need to focus on the criteria by which learning will be assessed. This focus on what you intend students to *learn* rather than what you intend to *teach* actually helps improve instruction. Without clarity on outcomes, it's hard to know how much of various aspects of the content to teach. Rubrics help with clarity of both content and outcomes.
- **Rubrics help coordinate instruction and assessment:** Most rubrics should be designed for repeated use, over time, on several tasks. Students are given a rubric at the beginning of

a unit of instruction or an episode of work. They tackle the work, receive feedback, practice, revise or do another task, continue to practice, and ultimately receive a grade-all using the same rubric as their description of the criteria and the quality levels that will demonstrate learning. This path to learning is much more cohesive than a string of assignments with related but different criteria.

CONCLUSION

It is concluded that, a rubric is a scoring guide composed of criteria used to evaluate performance, a product, or a project. For instructors and students alike, a rubric defines what will be assessed. They enable students to identify what the instructor expects from their assignment submission. It allows evaluation according to specified criteria, making grading and ranking simpler, fairer and more transparent. The “evaluation” aspect of assessment is accomplished by matching student work with the description, not by making immediate judgments.

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Chapter-17

Blended Learning and Communication Skills

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ABSTRACT

The purpose of this paper is to provide a discussion of the transformative potential of blended learning in the context of the challenges facing by higher education. Based upon a description of blended learning, its potential to support deep and meaningful learning is discussed. The other challenges that knowledge based societies are likely to face are learners from diverse background and their needs, time availability, flexibility in course content and innovative use of information and communication technology. Blended Learning is a mixed educational paradigm and offers promise for addressing these challenges. The conclusion is that blended learning is consistent with the values of traditional higher educational institutions and has the proven potential to enhance both the effectiveness and efficiency of meaningful learning experience.

INTRODUCTION

Blended learning is an educational paradigm (formal and informal) that combines online digital media with traditional classroom. The term “Blended learning”, “Hybrid learning”, “Technology-mediated instructions: “Web-enhanced instructions” and “Mixed-mode instructions” are often used interchangeably in research literature. The higher education system in Indian enormous potential to build a knowledge-based information society that can enjoy the fruits of technological Know-how in the twenty-first century. However, the management including access, equity and relevance, reorientation of programmers by laying emphasis on values and ethics and quality of higher education along with the increasing use of Information and Communication Technology(ICT). Blended learning programs may include several forms of learning tools, such as real-time virtual/collaboration software, self-paced Web-based course. Blended learning is shifting information transfer paradigm from teaching to learning. It requires learner to be responsible for discovering, constructing, practicing and validating the acquired knowledge in social collaboration with peer group and teachers. As a result, the focus of the classroom shifts from a presentational format (i.e., lecturing and information dissemination) to one of active learning. Since blended learning approach combine face-to-face and computer based learning opportunities, teachers are able to use variety of instructional techniques.

Computer-based technologies can be used to selectively present case studies, tutorials, self-testing exercises, simulations, or other online work in place of some lecture or lab material.

The traditional Indian education is undergoing slow transformation. Hence new educational models based on constructivism may be used in parallel with traditional learning by introducing a blended learning approach in higher education. The finding of this study show that the perceived communication, collaboration and satisfaction levels of students to their levels of computer and internet literacy.

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The latest technologies are widely used in most educational institutions. There are three common approaches to usage: support to traditional instruction, blended learning and e-learning. Among these alternatives, blended learning is the most prevalent since it possesses the advantages of both traditional instruction and e-learning (Horton, 2000). Also known as hybrid instruction, blended learning combines the strengths of classroom techniques with those of Web-based training. Thus, the content may be delivered in both ways; the teaching–learning process takes place in the classroom and the virtual environment; and stakeholders can communicate face-to-face and online. Moreover, a blended learning environment provides various communication possibilities for all participants, provides easy access to instructional material, enhances equity during the teaching-learning process, gives students the freedom to study independently, and improve quality by supplying a technology-rich learning environment. Blended learning combines online with face-to-face learning. The goal of blended learning is to provide the most efficient and effective instruction experience by combining delivery modalities. The term blended learning is used to describe a solution that combines several different delivery methods, such as collaboration software, web based course, EPSS and knowledge management practices. Blended learning also is used to describe learning that mixes various event-based activities, including face-to-face classrooms, live e-learning and self-paced instruction. These technologies have created new opportunities for students to interact with their peers, faculty and content, inside and outside of the classroom. The goal of blended learning is to join the best features of in-class teaching with the best features of online learning to promote active, self-directed learning opportunities for students with added flexibility.” The basic principle is that face-to-face oral communication and online written communication are optimally integrated such that the strengths of each are blended into a unique learning experience congruent with the context and intended educational purpose”Larkin(2010).

Although in blended types of courses, face-to-face and technology-based learning opportunities are combined for effective use, there is no formula for aligning time and technology in a precise way. The ultimate goal of a hybrid course is to combine the best features of classroom teaching with the best features of e-learning to create active, self-directed and flexible opportunities (Garnham & Aleta, 2002). It should be acknowledged, however, that various fusions of time and technology bring both benefits and challenges.

Online learning is pervading higher education, compelling educators to confront existing assumptions of teaching and learning in higher education. Indeed, leaders of higher education are challenged to position their institutions to meet the connectivity demands of prospective students and meet growing expectations and demand for higher quality learning experience and outcomes. Given the increasing evidence that internet information and communication technologies are transforming much of society, there is little reason to believe that it will not be the defining transformative innovative for higher education, in the 21st Century. Transformation of learning environments in higher education setting for an increasingly electronic world is critical to ensure that the benefits are fully realized.

A source of the transformation stems from the ability of online learner to be both together and apart and to be connected to a community of learners anytime and anywhere, without being time, place or situation bound. Moreover, the increasingly prevalent practice of the convergence of text-based asynchronous. Internet-based learning with face-to-face approaches is having a volatile impact on traditional campus-based institutions of higher education. Forms of communication and our ability to manage information challenge our cognitive abilities and the traditional classroom paradigm, Institutions of higher education need to discover their transformative potential. Internet information and communication tools provide flexibility of time, place and the reality of unbounded educational discourse.

THE PROS AND CONS OF BLENDED LEARNING

The Blended of different learning opportunities for effective learning begins with redesigning existing courses. The content has to be developed, the syllabus has to be developed, the syllabus has to be reorganized in a detailed way, and the delivery methods have to be scheduled. For instructors, transforming, redesigning and publishing information on the Web involves two key demands: (a) decision making about which content will be transferred to the online environment and how it will be presented, and (b) technical competence in uploading the content or creating new Web documents. Parallel with this process, students have to find new learning and study strategies to adapt to this enhanced learning environment, and they have to develop computer literacy to effectively use the system and overcome technical problems. Thus, the role of instructors and students change since they must make optimum use of what is offered to them (Fresen, 2007)

What is the role of blended learning? There are many questions that need to be answered when organizing hybrid instructional designers in this process? Which technologies ate effective, when, and how? The researcher categorized these factors under six headings: institutional factor, technology factor, lecture factor, student factor, instructional design factor, and pedagogical factors. Fresen also highlights the impact of issues such as accessibility, learner-centered environments, change management, and the quality of Web-supported learning products, and the underlines the importance of identifying the most important factors as well as the priorities for quality improvement.

Instructors, students, and administrative staff are the stakeholders in blended learning, but the benefits and challenges will be different for each (Bonk & Graham, 2008). From the student's perspective, flexibility of time and place may be a benefit: whereas, the necessity of becoming self-directed learners, taking greater responsibility for their own learning, and using complex technologies like learning and content management are the challenges. From an instructor's perspective, being independent from time and place, providing technology-enhanced opportunities, and increasing communication may be benefits, but the extra time needed to design hybrid courses and acquire new teaching and technology skills as well as experiences before, during, and after the course are the challenges (Smaldino & Zvacek, 2002).

Communication is perhaps the most important factors in e-learning. Most research studies have indicated that no communication tools have been found to be as effective as face-to-face interaction (So & Brush, 2008; Darian, 2008).For this reason, the lack of interaction in e-learning environment has been criticized. To overcome this obstacle, many solutions have been provided and tested. Interactive applications, increased collaboration, cooperative learning and recent web technologies, such as blogs and wikis, not to mention forums, and chat sessions, are all the way of increasing communication and interaction among the stakeholders in e-learning. So and Bruch(2008) state that "students who perceived high levels of collaborative learning tended to be more satisfied with their distance course than who perceived low levels of collaborative learning". The researchers concluded that the communication medium was one of the critical factors associated with student perception of collaborative learning and satisfaction. Gerber, Grund, and Grote (2007) point out the importance of communication by stating that "not only tutors" interpersonal, but also students' own content-related and interpersonal messages had an impact on students' learning performance. Delialioglu and Yildirim (2008) also underline the importance of two-way communication feathers provided in e-learning environments and stress the importance of the use of new technologies like e-mail, chat, and teleconferencing tools to enhance quality since "integrating such new technologies into hybrid/ blended instruction may eliminate the problems of one way communication". Kim (2008) also states that e-mail messages in support of effective, efficient, and engaging learning may be transformative

in e-learning. Blended learning approaches provide student's ways to communicate and interact with interact with their instructors and classmates both online and offline (Allen & Seaman, 2003).

Self-directed learning has been underlined by many researches as important to student's success in e-learning environment. If students are to develop a sense of self-directedness in their learning, they need to be given the opportunity to make choices, nontrivial decision about what they will study and how they will study it. Facilitating student autonomy is an important consideration when designing blended learning environments.

The concept of equity encompasses the tutors' behaviors towards students. The scope of this concept in this study was based on the answer given to such answer as the following: are the tutors fostering a democratic environment and behaving equally towards all students. The especially those who have previous online experience, directly influence the quality of the blended environment. In closing, as we explore the use of blended learning, it is important that we assess and evaluate its effectiveness. Tracking transformation resulting from the use of blended learning approaches, with respect of learning outcomes, students achievements are important to use as baseline measures of change that result from blended learning course.

CONCLUSION

It is inevitable that campus based higher education institutions will adapt blended learning approaches in a significant way. As has been demonstrated by several institutions, once there is clear policy and strong leadership, the evolution will be quick. There are four areas containing several factors that must be considered when developing a high-quality blended learning environment. The four factors are equally important. From the instructor point of view teaching and technical skill as well as creating a democratic learning environment for students is of vital importance. From the student point of view, the important factors are becoming technically competent and taking responsibility for their own learning. Pedagogically, students should be provided with technically and visually rich learning and assessment activities and opportunities to increase their technical experience competence. At the core of the blended learning components are the communication, collaboration, and interactional factors, which are important for all areas.

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Chapter-18

Blended Learning and Communicational Skills

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ABSTRACT

This paper presents blended learning to enhance students' communicational skills. Blended learning represents an educational environment for much of the world where computers and the Internet are readily available. It combines self-study with valuable face-to-face interaction with a teacher. These skills are listening, speaking, reading and writing. The concept behind blended learning first developed in the 1960s. Blended learning is an education program (formal or informal) that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. While students still attend "brick-and-mortar" schools with a teacher present, face-to-face classroom practices are combined with computer-mediated activities regarding content and delivery. Blended learning is also used in professional development and training settings.

INTRODUCTION

Blended learning is a flexible approach, which with developing technology, assists in the maintenance of education applications both in the face-to-face environment and on the web.

Effective communications is a cornerstone of successful blended learning implementation. Strong two-way communications builds engagement, trust and credibility. Poor communications can lead to unmanageable expectations, confusion, and opposition to innovation. Communications is not expensive, but it takes a commitment of time and consistency.

Many of our nation's school districts lack sufficient communications expertise and capacity. Not that long ago, sending paper notices home in students' backpacks was one of the most common strategies for reaching parents.

Today, as technology and the Internet have revolutionized how we receive and process information, communications is happening anywhere, anytime, and among multiple interested parties. As more schools shift to blended learning, district leaders are recognizing the need for communications assistance to build understanding and support for their implementation efforts.

WHAT IS BLENDED LEARNING?

The concept of blended learning has been around for a long time, but its terminology was not firmly established until around the beginning of the 21st century. Graham (2006) defined "blended learning systems' as learning systems that "combine face-to-face instruction with computer mediated

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instruction.” Poon (2013: 1) adds that the aim of the two delivery methods is to complement each other. Currently, the use of the term blended learning involves combining Internet and digital media with established classroom forms that require the physical co-presence of teacher and students. (Friesen, 2012). The article underscores the concept that many “ingredients” can comprise a blended learning model, including instructor-delivered content, e-learning, webinars, conference calls, live or online sessions with instructors, and other media and events, for example, Facebook, e-mail, chat rooms, blogs, podcasting, Twitter, YouTube, Skype and web boards.

In addition, Pankinetal at MIT (2012: 1) define blended learning as: “Structured opportunities to learn, which use more than one learning or training method, inside or outside the classroom”. This definition includes different learning or instructional methods (lecture, discussion, guided practice, reading, games, case study, and simulation), different delivery methods (live classroom or computer mediated) and different scheduling (synchronous or asynchronous).

As educators strive to provide robust, relevant instruction to every student, schools are constantly seeking innovative methods by which to deliver that instruction. In a blended learning model; educators combine face-to-face education with online learning to develop such innovations in instruction. Although blended learning may seem to be the perfect answer, developing a successful blended learning plan can be easier said than done. As you begin planning a communications strategy for your blended learning initiative, keep in mind that your efforts should not be just one-way, from you to your audiences. Work to create two-way conversations that build true engagement with your stakeholders.

Blended instruction is reportedly more effective than purely face-to-face or purely online classes. Blended learning methods can also result in high levels of student achievement more effective than face-to-face learning. By using a combination of digital instruction and one-on-one face time, students can work on their own with new concepts which frees teachers up to circulate and support individual students who may need individualized attention. “Rather than playing to the lowest common denominator – as they would in a traditional classroom – teachers can now streamline their instruction to help all students reach their full potential.” Proponents of blended learning argue that incorporating the “asynchronous Internet communication technology” into higher education courses serves to “facilitate a simultaneous independent and collaborative learning experience”. This incorporation is a major contributor to student satisfaction and success in such courses. The use of information and communication technology has been found to improve student attitudes towards learning. By incorporating information technology into class projects, communication between lecturers and part-time students has improved, and students were able to better evaluate their understanding of course material via the use of “computer-based qualitative and quantitative assessment modules”.

Communication is about more than just exchanging information. It’s about understanding the emotion and intentions behind the information. Effective communication is also a two-way street. It’s not only how you convey a message so that it is received and understood by someone in exactly the way you intended, it’s also how you listen to gain the full meaning of what’s being said and to make the other person feel heard and understood.

More than just the words you use, effective communication combines a set of skills including nonverbal communication, engaged listening, managing stress in the moment, the ability to communicate assertively, and the capacity to recognize and understand your own emotions and those of the person you’re communicating with.

Effective communication is the glue that helps you deepen your connections to others and improve teamwork, decision making, and problem solving. It enables you to communicate even negative or difficult messages without creating conflict or destroying trust.

While effective communication is a learned skill, it is more effective when it's spontaneous rather than formulaic. A speech that is read, for example, rarely has the same impact as a speech that's delivered (or appears to be delivered) spontaneously. Of course, it takes time and effort to develop these skills and become an effective communicator. The more effort and practice you put in, the more instinctive and spontaneous your communication skills will become.

Here is a summary of the communications planning steps:

1. **Communication vs. Engagement:** Communication should not be one-way, from you to your audiences. Work to create two-way conversations that build true engagement with your stakeholders.
2. **Communications Goals:** Establish clear communications goals that focus primarily on building understanding and support for your blended learning objectives and your district's overall strategic plan for student learning. Districts often fall into the trap of talking more about blended learning's technology than its transformation of teaching and learning.
3. **Communications Resources:** Assess your district's communications capacity and identify existing communications resources, as well as gaps in your capabilities and expertise. This process can be as thorough or high-level as you want. The important step is to know what communications tools you have at your disposal.
4. **Stakeholder Audiences (Identify, Know, Reach):** Identify and understand your key audiences, what they care about, and how best to reach them. Stakeholders include school leaders, teachers, parents, community members, and students.
5. **Key Messengers:** Although the Superintendent is the official "messenger" for the district, identifying and preparing other trusted sources to deliver key messages about your blended learning program is essential. For example, according to a recent PDK/Gallup poll, teachers and principals are the messengers most trusted by parents.
6. **Key Messages:** Articulating a clear message that captures the core reason behind your blended learning program is enormously helpful in building understanding and support for your efforts. Segmenting these messages by audience will ensure the information you are sharing is compelling and relevant.
7. **Storytelling:** One of the most powerful ways to communicate your key messages is through storytelling. Think about ways to deliver information through visuals, video and vivid language. Using real-life characters (students and teachers) and a compelling plot will translate your messages into an inspiring story that your audiences will remember and respond to.
8. **Timeline:** As you develop your communications strategy, be sure to link the communications timeline with its milestones, activities and tasks--to the calendar for your blended learning implementation. And start early!
9. **Issue Spotting:** Try to spot issues that may be of concern to your stakeholders ahead of time. Blended learning initiatives can cause apprehension for certain audiences; districts should continually survey the landscape and be prepared to address emerging fears or misunderstandings.
10. **Success Metrics:** Determine if your communications efforts are succeeding, based on the goals you set in your strategy in Step 2 above. If parent or community awareness is an objective, consider doing a survey at the beginning of your roll-out and periodically thereafter to gauge effectiveness. Similarly, a teacher "listening tour" at the beginning and mid-way points of your implementation efforts can highlight communications successes or problems.

Blended learning also has the potential to reduce educational expenses. Although some dispute that blended learning is inherently less expensive than traditional classroom learning. Blended

learning can lower costs by putting classrooms in the online space and it essentially replaces pricey textbooks with electronic devices that students often bring themselves to class. E-textbooks, which can be accessed digitally, may also help to drive down textbook budgets. Proponents of blended learning cite the opportunity for data collection and customization of instruction and assessment as two major benefits of this approach. Blended learning often includes software that automatically collects student data and measures academic progress, providing teachers, students and parents detailed student's data. Often, tests are automatically scored, providing instantaneous feedback. Student logins and work times are also measured to ensure accountability. Schools with blended learning programs may also choose to reallocate resources to boost student achievement outcomes. Students with special talents or interests outside of the available curricula use educational technology to advance their skills or exceed grade restrictions. Blended learning allows for personalized education, replacing the model where a teacher stands in front of the classroom and everyone is expected to stay at the same pace. "Blended learning allows students to work at their own pace, making sure they fully understand new concepts before moving on." A classroom environment that incorporates blended learning naturally requires learners to demonstrate more autonomy, self-regulation, and independence in order to succeed. If teachers offer a form of initial program orientation before introducing blended learning strategies, it can better prepare students to feel confident navigating the different components and developing a stronger sense of independence.

The advantages of blended learning are dependent on the quality of the programs being implemented. Some indicators of excellent blended learning programs are "facilitating student learning, communicating ideas effectively, demonstrating an interest in learning, organizing effectively, showing respect for students, and assessing progress fairly".

CONCLUSION

In the nutshell we can say that Blended learning is a valuable concept that can be used to more successfully achieve teaching goals. It allows students to develop and practice English language skills outside the classroom at anytime and anyplace they choose, as long as they have access to an Internet connection. In addition, it permits them to repeat lessons without judgment or pressure. The proven enhancement of student learning documented in this study validates this type of blended-learning. The addition of e-learning to classroom teaching provides students with opportunities for autonomous learning and a decentralized transfer of knowledge.

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Chapter-19

Value Oriented Climate: The Emerging Issue of Today

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ABSTRACT

The growing concern over erosion of essential values and an increase cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of the social and moral values. In our culturally plural society education should foster universal and eternal values oriented towards the unity and integration of our people. Such value education should help eliminate obscurantism, religious fanaticism, violence, superstition and fatalism. As a philosopher says, "Commerce without morality, science without humanity, politics without principle and education without values in not only useless but also dangerous". It is becoming clear that several ethical principles of yesteryears such as adherence of truth, non-violence, respect for elders, commitment to morality etc. are losing their priority. The youth of our country are confronted with disintegrating values. One of the effective tools revitalizes our youth and brings meaning and purpose in life is value education. When we speak about value orientation as integral to the educational process in schools, what we have in mind is to help individuals to develop their behavioral patterns so that they sub serve the large interests of society besides developing personality and enhancing their career prospects. So, values in educational institutions, must be preached and practiced to the bets to prepare good citizens

INTRODUCTION

Since time immortal human race has witnessed an endless quest for power and supremacy. This quest has become even more critical in new millennium owing to the challenges being passed by privatization and globalization all over the world. As a result a cut throat competition has embarked upon engulfing all the section of the society. People all over the world are experiencing a state of unrest, discontent, disharmony, intolerance, violence, brutality and apathy.

Life is becoming more and more irreligious, egoistic, and self seeking leading to a state that is very much apparent as value crisis.

No doubt, man has traveled a long distance from the troglodyte he was, crouching in the caverns of the earth to the modern spaceman but he does not seem to have learnt to live, so far, as a human being on this earth. It is felt that there is a crisis of character as well as values in human life today.

An ideal society as visualized by Gandhi ji is a harmonious community based on not cold or cruel competition but on cooperation and mutual respect. In his opinion, a spirit of service, sacrifice and love for labor will replace the mad rush after power and prosperity. Education is looked upon by Gandhi ji as an instrument for the establishment of such an ideal society.

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Today, the greatest challenge before Indian Education is to inculcate in the people a scientific temper, an unwavering commitment to the values of national integration, equality, human dignity and universal brotherhood ignoring all barriers of caste, creed, gender, religion, language and region. All this will be possible with the help of value education only.

Now the Question is what do we Meant by the Term Value?

The term values may refer to interests, pleasures, likes, preferences, duties, moral obligations, desires, wants, needs, aversions and attractions and many other modalities of selective orientation. Values are yardstick of beliefs that influence our behaviorism and help in the making of choices. A value can itself be defined as a belief, which guides human behavior and helps in making decisions about choices.

Value Education Aims At

- A commitment of principles of secularism and social justice
- A dedication to uphold the integrity and honour, and foster the development of the country
- Physical, intellectual and aesthetic development of the personality
- Inculcation of scientific temper, and democratic, moral and spiritual values
- Development of self-confidence to innovate and face unfamiliar situations
- Creation of awareness of physical, social, technological, economic and cultural environment
- Fostering a healthy attitude to dignity of labor and hard work
- Promotion of international understanding
- Besides this inculcation of basic human values like love, truth, non-violence, coexistence, co-operation, critical thinking and scientific temper etc.

WHY VALUES ARE DETERIORATING TODAY???

The many ills that our society as a whole is suffering today are mainly due to crisis of values. Values in public life seem to be on cross roads.

The people are losing ground in cherished values this nation stood for in the ancient past. There is erosion of social, moral, cultural, economic and political values at all levels. The impact of modernization on human values can be observed in the following points-

- **Breaking family structure:** Nowadays traditional joint family structure is breaking up. People are adopting nuclear family structure. In today's world parents are busy in earning living hood. They do not have enough time to spend with their children. They do not pay respect to values imparted by elders to their juniors. This sort of isolation, lack of love and affection from family has been having their lives resulting unrest and agitation.
- **Student Teacher relationship:** teacher student relationship has changed from the older version of Guru-Shishya parampara. Teachers are teaching ideals but in practice they do follow them in their practical life. Due to this students are confused a lot. When they see their teachers not following the ideal path they tend to lose respect for their teachers and values are forgotten by them.
- **Impact on Religion:** There was a time when people were having blind faith in religion and they used to sacrifice their lives for religion. Dharma, Artha, Kama, Moksha were considered as four noble values of Indian culture. But now people are becoming ego-centered. They are interested in their own welfare. They do not bother about the welfare of others.

- **Lust for Money and Power:** In the modern age people are becoming more and greedier. They are busy in collecting money. They have become thieves, dacoits, smugglers and corrupt. Gandhi ji said, 'the lust for money and power has corrupted the man.'
- **Modernity:** Advancement of the modernization has spread over our young generation of the society. They are being influenced by it, losing their self, costume, tradition and heritages. This change in the environment has kept them away from conventional livelihood and they are being strongly affected by modernity, which is the major cause for value crisis.
- **Change in Customs and Traditions:** Modernization has influenced our customs and traditions a lot. The tendency of worshipping is on decrease in comparison to older times. Standard of living of people has been changed.
- **Impact on Culture:** Modern culture is different from ancient culture. Customs, traditions, laws, social norms, art, religion, literature and value system etc. have been tremendously changed. This change has occurred only due to change in human values.
- **Impact on Civilization:** Modern civilization is different from the ancient civilization. Modern age of science and technology has brought many changes in our civilization and value system.
- **Workplace:** In every field of workplace, we observe that there is a lot of competition. On the other hand every employee wishes to grow more and more. But due to some competition stress level increases. Stress may affect moral reasoning capacity and the ability to use it in real life situations. Competitiveness exists because instead of trying to discover who we are trying to become what we are not, instead of interesting that real security come within. We are looking for it in money, passion and power.
- **Education system:** Another important aspect of value crisis related to our defective system of education. Although passing 60 years of India's independence, there is lack of proper infrastructure from which they can lean properly, rather our today's education is professional which never teach moral lesson of education that is very essential part of our youth. This type of education has created crisis in employment.

Value Oriented Education: Need of the Hour

It is becoming clear that several ethical principles of yesterday such as adherence of truth, non-violence, respects for elders, commitment to morality etc. are losing their priority. The youth of our country are confronted with disintegrating values. One of the effective tools revitalizes our youth and brings meaning and purpose in life is value education. Its contribution in the life of a human being is as follows:

- Value education is the foundation of **character and moral development**. It inculcates in a person humanity, sympathy, fellow-feeling, affection, spirit of service and sacrifice
- It **preserves and reinforces culture**. Both values and culture develop hand in hand and influence each other. Values are dynamic side of culture and they must have a place in curriculum.
- Value education makes a pupil dynamic and enlightened. This develops in him a **wider attitude towards life**. He learns to face the problems boldly and solve them to the best of his efforts and intelligence.
- Value education helps pupils in developing **democratic qualities** like liberty, equality, fraternity, justice and co-operative living. It stresses the dignity of individual and the sacredness of human personality

- It helps in the **sublimation of instincts and emotions**. It develops in pupils the desired social awakening which is essential for the progress of individual as well as society.
- Materialistic attitude has led the new generation to different types of conflicts such as old beliefs and new beliefs, old values and new values of life. Thus there are many social and ethical conflicts. Value education **helps in resolving these conflicts**.
- It teaches to live and work **co-operative**.
- Value education is **the basis of humanitarianism**. It stands for peace, good-will and understanding. It replaces hatred in love, selfishness in self-sacrifice and violence in non-violence. In short value education will cause happiness, order and contentment in the world by cultivating faith in truth, beauty and goodness.
- **Our soul is a part of ultimate Truth i.e. God**. So it is our duty to keep it pure and perfect and this is possible through value education only.
- **Value education harmonizes psychological, social and ethical traits**. It helps in developing harmony between physical and mental structure. It helps in developing a complete man with a sound mind with a sound body.

How we can Inculcate Values Among Children???

- **Positive role of family:** Family is the first institution where such situated habits and values are nurtured in a child. Parents should be conscious about their children and inculcate values among them.
- **Reduce stress level at workplace:** Competition creates stress level at workplace. There should not be personal competition. People should work with cooperation and deal with each other with each other like family members. Such situations surely reduce their stress level.
- **Value based education:** it is true that, “the destiny of India is being sharpened in the class rooms. Schools should impart life skills, social skills, moral values and most important a proper scientific approach on character building.
- **Role of parents:** To inculcate values among children the parents should play a strong role. There should be a strong relationship between teachers and parents. A regular mandatory parent’s workshop by school will be more useful than a mere parents meeting followed by counseling and briefing session.
- **Students’ responsibility:** Today schools are concentrating more over the study for exams and scoring good marks rather than stressing upon their personality development of the student. We find that children at a very young age itself diving vehicles using mobile phones etc. they are given full independence and this lead to lack of understanding of values in life.

Teacher: A Key to Provide Value Oriented Education

The saying, “**as the teacher, so they taught**” and as the school so the students, is something which cannot be disputed. Teacher’s responsibility in this national task is tremendous. As the teachers have always claimed a special capacity to influence conduct and to shape moral character, the society expects them to develop not only knowledge but also ethical values among students thus creating an environment that would foster fraternity amongst mankind. Value education is a joint enquiry by the teacher and the taught and it provides immense possibilities for dialogical encounter helps not only the youth to reflect critically but in process of learning teaching, the elders who profess a noble philosophy of life are also conscientised to live by the same standard. So to inculcate values among his pupils a teacher can-

- Develop right value systems in his students
- He can use multi-dimensional strategies that facilitates the process of value development
- A teacher knows that examples are more important than instructions. So he strives not only to keep the ideals before students but also embody them progressively and increasingly.
- A teacher is a role model for his students. He can develop the value of objectivity, tolerance, openness to criticism and intellectual curiosity in them through his own behavior.
- He can frame such a value based curriculum which is helpful in the behavior modification of the students.
- He should develop tolerance and national integration values which are the fundamental and basic values of democratic order. With the help of which the students will learn the importance of equality, participation, harmony and corporate building up of nation.
- Teachers can make modest beginning by helping and guiding the children to keep their school premises clean, instilling in them a sense of punctuality and a sense of duty. Many of these elementary qualities can be inculcated by the teachers themselves through personal examples.
- Teachers can organize many co-curricular activities like extension lectures, declamation contests, skits and dramas, book exhibitions, art and painting exhibitions, celebrations of birthdays of great personalities, celebration of international days, value oriented projects and bringing out value-oriented magazines and journals etc. to inculcate values among students.

During teaching the teacher should emphasis value-oriented outlook. He should make all efforts for inculcating social, moral, cultural and spiritual values among the students. He should put emphasis on the ideas pertaining to the values of cultural heritage, democratic citizenship, national integration, harmony between different communities and unity of all religions. There is a good deal that can be done by the united efforts of teachers and parents and we must therefore have everywhere parent-teacher association.

Values cannot be taught through words or books. Values are inculcated in the students through the daily life of teachers, parents, neighbors, friends and society. So there is a need to be conscious at every moment of life.

Some Suggestions for Value Oriented Education

The National Policy of Education document has given the following suggestions regarding value education

- The growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustment in the curriculum in order to make education a forceful tool for the cultivation of social and moral values.
- In our culturally plural society education should force universal and eternal values oriented towards the unity and integration of our people such value oriented education should help eliminate obscurantism, religious fanaticism.
- Apart from this combative role value education has a profound positive content, based on our heritage, national goals and universal perceptions. It should lay primary emphasis on this aspect.

CONCLUSION

The present situation in India demands such a system of education which apart from strengthening national unit must strengthen social solidarity through meaningful and purposeful value education by adopting the inter-disciplinary approach. It is necessary for us to preserve our traditional values. However a conflict between traditional and modern values is inevitable. It is also necessary to make

efforts to present a new scheme of values in a clear and complete form. One of the chief tasks is to bring about a synthesis of traditional values and the modern social values. Life will become a heaven then. To live in a blissful consciousness lets join hands to create the value-oriented-climate. So that the values can be acquired and the interests of our scientists, scholars and students are awakened, their enthusiasm is fired to transverse the vast unknown region of inner, no less than outer world. The windows of their minds must let in new rays to re-establish the glory of our very basic culture 'Satayam Shivam Sundaram'

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Chapter-20

Curriculum and Instruction Adaptations: Teaching Drama

Dr. Monika*

ABSTRACT

There is no recipe for adapting general education curriculum to meet each student's needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation. Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction, adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label; instead supports should be used when the instructional or social activity warrants the need for assistance.

GUIDELINES FOR ADAPTATION OF TEACHING/PRACTICING

When instructional material presents a barrier to student learning, teachers often adapt the materials to allow students greater access to the information to be taught. These adaptations may involve changing the content of the materials or changing the format of the materials.

For students with mild cognitive disabilities, most adaptations should be a bridge to skill development, not a substitute for intensive instruction in the skills and strategies that students will need to become independent learners. In other words, adaptations should be approached as a short term solution to increase access to be curriculum and to increase the probability that the students will be able to complete an academic task. Adaptations would be designed into curricular materials by the developers and the built in adaption would be broad enough and flexible enough to assist students regardless of their disability. When they are not, teachers must adapt materials themselves, and effective adaptations take time for teachers to design and implementing adaptations can be more time consuming and complex than teaching the student the skills needed to meet a particular demand.

- 1. Create a plan for adapting materials:** Effective plan requires sustained development and support. They must be made within the framework of a larger plan that includes consideration of (a) Basic and strategic skills instruction (b) the role of people involved in the adaptation process. It is important to involve your administrator and curriculum or program coordinator

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from the beginning, and identify exactly who will be responsible for making, implementing, supporting and evaluating the adaptation over the course of the year.

2. **Identify and Evaluate the demands that students are not meeting:** The purpose of this step is to define the problem to be addressed by the adaptation. Observe students performance when they use typical instructional materials. They may have difficulty acquiring or getting the information from written materials, storing or remembering the information presented in the materials or expressing the information or demonstrating competence on written test.
3. **Develop goals for teaching strategies and making adaptations:** Some problems can be solved by adaptations, other problems may signal the need for intensive instruction skills or strategies, often, teachers may need to provide adaptations while simultaneously teaching the student the learning strategies he or she needs in order to perform the work. All adaptations lead students to become dependent on the person who makes them.
4. **Determine whether content or format adaptation are needed:** Content adaptations may be made only when the students individualized Educational program notes that general curriculum is inappropriate for this student. Content adaptations must also meet local and state, Education standards. When the curriculum is considered appropriate for the student may focus on format rather the content. The teacher must identify the critical elements of course content that student must be learned. First identify the critical course ideas or concept. Then identify the information that must be mastered in each unit to ensure that the critical course ideas are mastered.
5. **Identify the features of the materials that need to be adapted:** The design of materials can present many different types of problems for students with disabilities. Teachers adapting materials should examine each curricular unit for features that might cause a learning problem. For example, the content may be very abstract, complex, or poorly organized, or it might present too much information. Further, it may call for skills or strategies or background information that the student does not possess.
6. **Determine the type of adaption that will enable the student to meet the demand:** Alternative existing materials –rewrite, recognize, add to, or recast the information so that the student can be access the regular curriculum materials independently. Selecting alternate material select new materials that are more sensitive to the needs of student with disabilities or are inherently designed to compensate for learning problems.
7. **Inform student’s parents about the adaptation:** Adaptation are more successful when they are offered and introduced to students the beginning the year. Parents should also be informed about them at the beginning of the year. Student should taught explicit strategies to use any adaptation effectively and how to process the information received through the adaptation.;
8. **Implement, evaluate and adjust the adaptation:** As the adaptation is implementing the teacher should evaluate its effects to determine whether the desired outcome are being achieved. If not adjustment will need to be, made either in adaption or the instructions to the student in its use.
9. **Fade the adaption when possible:** Adaption’s usually are short term solutions to allow classroom learning and participate until needed skills and strategies can be taught. Once the adaption’s in place the teacher should begin to plan with other teachers how to teach the needed skills and strategies. Once the student has learned the necessary skills and strategies, the adaption should not be removed until the student possesses the skill and strategies to learn and complete tasks.

GUIDELINES FOR ADAPTATION FOR TEACHING DRAMA

Drama is a valuable tool which contributes to general intellectual growth and personal development. It enables students to develop the ability to pursue enquiry, and to extend learning and insight. Part of the role of teaching drama is to help students to consider ideas from different perspectives. As a result of this informed consideration they are better able to resolve problems and issues. It allows the students to experience, discuss, plan, and reflect on the work they are doing.

Focusing on skills Development

The Primary School Curriculum, Drama provides opportunities for students with mild general learning disabilities to develop a range of skills including the following working with others and developing the ability to contribute in small groups and whole class discussion

- planning and solving problems
- interpreting different stimuli and employing different resources
- working collaboratively to meet a challenge
- reasoning, considering different perspectives, and identifying what needs to be done in order to achieve particular effects
- Evaluating
- watching

1. The focus of planning for drama for students with mild general learning disabilities

Although the importance of engaging with new material is central to students' experience in drama, students with mild general learning disabilities may need to revisit knowledge and skills several times, applying them to familiar and new situations each time. Drama provides the opportunity for the same material to be consolidated and extended by engaging in age appropriate contexts that are also

- 2. Sharing responsibility in the drama:** It is important to empower students and to encourage them to take risks in the drama. This is best achieved through ensuring that they assume a significant amount of responsibility for the drama and so gain ownership over the work. Planning, therefore, must allow for an element of unpredictability in the development of any drama activity.
- 3. Tension in the drama:** By its nature drama hinges on sustaining tension and on maintaining the group dynamic. The teacher uses the elements of drama to create a sense of urgency and draws on a range of drama conventions and teaching strategies to explore the tensions created in the drama. Students with mild general learning disabilities may not readily appreciate the significance of the tensions inherent in the material. This may present the teacher with a difficulty in generating and sustaining meanings with the group.
- 4. The rules and conventions of drama:** As the focus in drama is predominantly on experiential learning, in which the traditional paradigm of teacher-student relationship is May initially experience some degree of disruption as students get used to this new found the classroom. It is important to stress that with increased freedom comes increased responsibility.

Organizational Planning

- 1. The use of space:** The effective use of space is important so that students with mild general learning disabilities have the opportunity to talk and listen at ease in different situations, to work effectively, and to use resources which specifically encourage an active exploration. Establishing an appropriate physical space is the responsibility of the school. Although most drama activities can be conducted within the classroom, and it is important

that drama is integrated with other curricular areas, there are occasions when the allocation of a separate, dedicated space that provides the students with an opportunity to work without disturbing other groups, will be appropriate.

2. **Support staff:** Classroom assistants are an invaluable resource when working with students with mild general learning disabilities because they can support the activities of both the teacher and learner. It is important that they are taken into account when planning. Their personal comfort should be kept in mind when engaging them in any drama activity.
3. **Subject specialists:** A teacher with special responsibility for drama can provide valuable support for staff by directing them towards resources, courses, conferences, and available literature in the field. However, it is important that he/she is encouraged to work with the class teacher in developing and integrating drama in the curriculum.
4. **Choosing content for drama:** Teachers should choose and handle content sensitively, structuring it carefully in order to offer students a valuable learning experience while avoiding unfocussed activities or emotional unease. It is important not to *throw* students disabilities *in at the deep end*, and thereby exposing them to raw emotion or sensitive situations that are too close to their own experience of life.
5. **Believing in the drama:** The power of drama lies in the imagination, and in enabling students to engage in imaginative experience and believe in what they are doing. This is not always easy to achieve with students with mild general learning disabilities, but is necessary if students are to be provided with effective simulated experiences of life, for example enjoying the seaside, or how people feel when excluded from a game in the playground.
6. **The rules and conventions of drama:** Students with mild general learning disabilities do not engage well with drama without preparation and training. The approach to drama can differ significantly from other more familiar experiences of teaching and learning. Students need to understand that there are rules and conventions that need to be followed in drama, and become familiar with applying them.
7. **Sharing responsibility for drama:** Students with mild general learning disabilities should share responsibility in drama activities. Negotiation and student's involvement should be central to the planning, performing, and reviewing of tasks.
8. **Reflecting on drama:** Reflection is an important learning aspect of drama. It allows the teacher and students, working collaboratively and individually, Guidelines Mild General Learning Disabilities Classroom planning for drama ought to be directed towards providing students with mild general learning disabilities with coherent and meaningful context for achieving expressive and instructional objectives.
9. **Working in pairs and groups:** Students with mild general learning disabilities may initially experience some difficulty working in pairs or small groups. Therefore, when starting drama for the first time it is better to work mainly with the whole group. Pair work and small group work can be undertaken gradually.

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Chapter-21

Shrimad Bhagavad Gita and Social Harmony

Dr. Surina Sharma* and Dr. Gaurav Sachar**

ABSTRACT

Shrimad Bhagavad Gita is one of the most popular books of Hindu: Holy Gita is considered to be the greatest contributions of India to the World. It is revealed scripture in the views of Hindus, the scripture for Hindus represents the words and message of god, the book is considered among the most important texts in the history of literature and philosophy. In the present research paper, the researcher has attempted to find the effect and implication of Bhagavad Gita in the present scenario of education with the educational theories and thoughts developed in the West. However, we have inadequate information about our own historical and cultural thoughts in relation to education, despite their importance and comprehensiveness. In the Bhagavad Gita, some of the basic components of educational philosophy are present. Among the various aspects of educational thoughts, this paper deals with the interpretation of the meaning of education that can be found in the Bhagavad Gita. Interpretation of a comprehensive meaning of education consisted within the Bhagavad Gita can contribute to inspire academicians to look behind the curtain of history for searching valuable knowledge. It can also provide some basis for comparative study of educational philosophy in the East and the West.

From methodological perspective, this paper is a product of an Arts-based hermeneutical interpretation of a historical scripture that has established interesting links to cultural practice, personal experiences and feelings of the author. Bhagavad Gita is one of the most popular books of Hindu: Holy Gita is considered to be the greatest contributions of India to the World. In the present research paper, the researcher has attempted to find the effect and implication of Bhagavad Gita in the present scenario of education.

Human beings are the most beautiful, competent and Intelligent creatures of the God.

Our Epics do firm this belief that God has made men more like him so that they could reach to anything created by him in this world even him too with some efforts. These characteristics of human beings have enabled them to constantly improve themselves and their surroundings. This improvement has helped them to reach to the greater heights of development with each passing day. But alas to this, is their endless urge of self development that has posed threat to the combined development which is mainly the key to social harmony. Our society is diversified into people with many caste, colors, races and genders etc. In addition to this, personal and professional goals do differ from person to person. Societal goals further take a back seat for many in many cases. But this diversification needs to be unified to give path to the long term development. In this paper, author has tried to touch the various issues concerning social harmony and thereby finding out ways to improve social harmony among human beings.

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INTRODUCTION

The Bhagavad Gita also more simply known as Gita is a 700 verse Hindu scripture that is part of the ancient Sanskrit epic, the Mahabharata, but is frequently treated as a freestanding text, and in particular, as an Upanishad in its own right, one of the several books that constitute general Vedic tradition. It is revealed scripture in the views of Hindus, the scripture for Hindus represents the words and message of god, the book is considered among the most important texts in the history of literature and philosophy. The teacher of the Bhagavad Gita is Lord Krishna, who is revered by Hindus as a manifestation of god (Parabrahma) Himself, and is referred to within as Bhagavan, the Divine One. In short it is collection of writings on will which are verifiable in scalar time.

The context of the Gita is a conversation between Lord Krishna and the Pandava prince Arjuna taking place in the middle of the battlefield before the start of the Kurukshetra War with armies on both sides ready to battle. Responding to Arjuna's confusion and moral dilemma about fighting his own cousins who command a tyranny imposed on a disputed empire, Lord Krishna explains to Arjuna his duties as a warrior and prince, and elaborates on different yogic and vedantic philosophies, and explains different ways in which the soul can reach the Supreme Being with examples and analogies.

This has led to the Gita often being described as a concise guide to Hindu theology and also as a practical, self-contained guide to life, during the discourse, Lord Krishna reveals His identity as the Supreme Being Himself (blessing Arjuna with an awe-inspiring vision of His divine universal form). Bhagwad Gita can be directly seen on Indian Environment. The teachings of Lord Krishna are everlasting effect on the minds of People. The central teaching of the Gita can be beautifully summarized in this sentence of Annie Besant: 'It is meant to lift the aspirant from the lower levels of renunciation, where objects are renounced, to the loftier heights where desires are dead, and where the yogi dwells in the calm and ceaseless contemplation, while his body and mind are actively employed in discharging the duties that fall to his lot in life.' The Gita tries to build up a philosophy of karma based on janana and supported by Bhakti in a beautiful manner. The real meaning of education is to impart knowledge. True education would provide children not only an intellectual stimulation, but also a real purpose in life. The Bhagavad Gita is called the king of education because it is the essence of all doctrines and philosophies. It is the purest knowledge and because it gives direct perception of the self by realization.

Status of Bhagvad Gita

The Bhagavad Gita is part of the Prasthanatrayi, which also includes the Upanishads and Brahma sutras. These are the key texts for the Vedanta, which interprets these texts to give a unified meaning. Advaita Vedanta sees the non dualism of Atman and Brahman as its essence, whereas Bhedabheda and Vishishtadvaita see Atman and Brahman as both different and non-different, and Dvaita sees them as different. In recent times the Advaita interpretation has gained worldwide popularity, due to the Neo-Vedanta of Vivekananda and Radhakrishnan, while the Achintya Bheda Abheda interpretation has gained worldwide popularity via the Hare Krishnas, a branch of Gaudiya Vaishnavism.

Although early Vedanta gives an interpretation of the sruti texts of the Upanishads, and its main commentary the Brahman Sutras, the popularity of the Bhagavad Gita was such that it could not be neglected. It is referred to in the Brahman Sutras, and Shankara, Bhaskara and Ramanuja all three wrote commentaries on it. The Bhagavad Gita is different from the Upanishads in format and content, and accessible to all, in contrast to the sruti, which are only to be read and heard by the higher castes.

Some branches of Hinduism give it the status of an Upanishad, and consider it to be a Śruti or “revealed text”. According to Pandit, who gives a modern-orthodox interpretation of Hinduism, “since the Bhagavad Gita represents a summary of the Upanishad teachings, it is sometimes called ‘the Upanishad of the Upanishads’.”

Metaphysics of Gita

The important metaphysical point of teaching in Gita is being. Gita advocates “Nasato vidhyata bhavo nabhavo vidyate satab” (of the unreal there is no being and of the real there is no non-being.) The soul is eternal (nitya), unborn (aja), indestructible (avinashi), undiminishing (avyakta), all-pervasive (sarva-gata), unthinkable (achintya), and immutable (avik rya), unmanifest (avyakta). Soul cannot be killed by sword, it cannot be diminished or destroyed by fire, air or rain can diminished it. Neither soul is born nor it dies it is out and out immortal and everlasting. He, who find the ultimate reality seated equally in all beings and un-perishing with the perishing bodies, see truly. Bhakti (devotion) is defined as disinterested service to God. So it is a form of Karma. The Lord himself lifts up his devotees from the ‘ocean of birth-and-death’. To love of God becomes the divine and supreme love.

Epistemology

There is no specific theory of knowledge provided by Gita. As per Gita, yoga is essentially and predominantly the path of knowledge. The yogi’s ideal is self realization which cannot be attained without knowledge. Even the devotees are granted knowledge by the Lord so that they may realize the goal.

Axiology

Action is better than inaction. Life depends upon action as none can remain just inactive for a single moment. Inaction is death. The Bhagavad Gita anticipates the conception of Bradley ‘My station and duties’. Every individual is born with particular attitudes. His station in society is determined by his particular aptitudes. By performing his own specific duties appropriate to his station in society, he can contribute to the good of the society and realize his infinite self.

WHAT IS SOCIAL HARMONY?

It is only the dearth of something that can properly teach us the meaning and importance of that thing. Given that there is lack of social harmony among us, we must pine for such social relations. So, what is this social harmony? A more mundane understanding of the concept would perhaps say that social harmony refers to greater cohesion among its various adherents. It is a situation wherein disparate units feel together, where individual identities are dissolved within a greater social reality and where there is greater attachment to the notion of a greater unity. The pretty cliché of *vasudhaiva kutumbakam* is often bandied about as a metaphor for social harmony, especially as existing in our culture. We acknowledge that differing identities co-exist within the system, but we also claim that there is cooperation rather than competition or strife. Social harmony is, thus, a state of affairs where social strife is minimized through cooperation, compromise and understanding. It assumes that differences in identities are artificial, bridgeable and non-fundamental, and hence, it is a situation that is not utopian but achievable. In fact, we refer to a gradation of ages wherein social harmony had been a social reality – the notion of a mythical Golden Age where the lion dined with the deer is a part of all cultures.

The Utility of Social Harmony – A Counter Question: Is Social Harmony Really that important?

It is a frequent assumption that social harmony is a desired status in society. Greater social cohesion or social understanding results in greater societal peace, and it is an empirically observed phenomenon that peace and prosperity coexist. In fact, according to the Democratic Peace Theory, there is also a direct relation between a free society, peace and prosperity. Such theories, however gloss over problems of multiple identities. Many of Western Liberal Democracies are single cultural and historical units. And among those where substantial cultural diversity exist, problems are cropping up – whether in America, France, Britain or the peaceful Scandinavia¹¹. The concept of social harmony is primarily Utopian in vision – seldom has it existed in any society that has had diversity of identities and disparity of power and other relations between various groups. It posits a perfectibility that is difficult to approach, and irrational to expect. It assumes cohesion of interests and identities which negate the right and reality of diversity. It reduces the place of chaos, struggle and violence in the roughing of new social relations and societies. The Quit India Movement, the Civil Disobedience Movement in India and South Africa, the Civil Rights movement in United States, the American and French Revolutions were all attempts at creation of new societies witnessed by strife, violence and flux. Sacrifice and dislocation are frequent concomitants of change, but sacrifices must always be made for a better future, even at the cost of the present. It is such moments of strife which bring out the best in man (as well as the worst), which impel creativity and arouse pathos. Some of the greatest works of literature and arts are the direct result of alienation, strife and sacrifice. Exile stands as a standing metaphor of alienation, alienation that inspires vision of paradise. Stephen Dedalus, the hero of Joyce's *The Portrait of Artist as a Young Man* says "I will not serve that in which I no longer believe, whether it call itself my home, my fatherland, or my church: and I will try to express myself in some mode of life or art as freely as I can and as wholly as I can, using for my defense the only arms I allow myself to use -- silence, exile, and cunning". It becomes very obvious that strife rather than harmony is more of a social reality, and that it is strife which ensures that the causes of ruptures are addressed.

Why is Social Harmony so Essential? Has Society Always had Social Harmony?

Corruption of human character is frequently accused as a harbinger of social disharmony. The transition from a Golden Age to a Kali Yuga is a transition from nobility to monstrosity. Now and then when greatness touch our lives, we explain such aberrations as exceptions, and in a purposeful act of deification, we raise such greatness to the pedestal of divinity – thereby claiming that greatness is a function of divinity, and search for greatness within the human domain is an exercise Social Harmony is Possible through Universal Education – A Counter-view 3 Priyatu Mandal, 2006 National Integration and Communal Harmony Essay in futility. Thus, every 2nd of October or the 25th of December, we pay our pious respect for divinity, and then creep back to our complacent corruption.

The Hobbes an vision of the world is closer to reality where human life being 'nasty, brutish and short', selfish interests become the lodestone of life's journey. With a billion different self interests fighting for limited space and resources – physical and metaphysical – it is not surprising that disharmony is a natural consequence of human nature. If society congregates, and forms a society in the first place, it is precisely because such congregation is to a man's benefit. We might ask, at this stage, why is social harmony so essential? Pertinent is also to enquire if social harmony has always existed? History is a long testimony to the many ruptures that societies around the world

have had. To borrow from Thomas Hardy's parlance, "happiness is but an occasional episode in a general drama of pain²". Similarly, social harmony has been witnessed more in its absence than in its presence. To take our own society first, it has been divided into four exclusive groupings called the *varnas* and thereafter into numerous *jatis*, wherein social processes are divided through pseudo-divine ascription, and the resultant societal order processed into a hierarchical system based on hereditary status.

This system works through the principle of selective denial and bestowal of rights that is derived from their status – this all pervasive status is the caste of a person. A hugely religious, uneducated and status-quoits society offered few opportunities for correction of such structural defects, and the fact remains that the story of Indian Society has been one of perpetual disharmony and violence, of denial of human rights, of servitude and ignorance, or a false code of honor and an artificial history of harmony. Critics might argue that for much of the time social history has been peaceful, to which one might refer the Roman historian Tacitus who said of the Romans that "to plunder, to slaughter, to steal, these things they misname empire; and where they make a desert, they call it peace". Incapacity for revolt and disinclination for reform created the peace on a precipice, and violence tumbled forth in disparate and muted expressions when limits of forbearance were crossed. The same tale repeats itself in Africa during slave trade and Apartheid, in American society, in the Middle East and elsewhere, in East Timor and Nepal. Different forms of *asymmetric warfare* proceeded, mostly with failure and seldom with success. An artificial history created a social psychology of servility and resignation, whereas logic paid obeisance to mythology. Education, that great harbinger of awareness and understanding, became a handmaiden of false historians. We may note how a status quo based on irrationality and alienation was fostered through administering of filtered education that sought to fortify existing impressions.

God made this world a beautiful place to live and sent his best creations such as human beings to live on this earth. He wanted his men to live on this place with mutual love, respect and cooperation. All the religious systems and cultures of the World whether it is Christianity, Zoroastrianism, Hinduism, Buddhism, Jainism, Sikhism and Muslim etc. from the day of their origin always preached for righteous relationship among the human beings to enforce peace and harmony. All the Scriptures have also been 'useful for training us in righteousness' (right relationships) and therefore relevant in identifying the foundations of a relational society. Even at present various International bodies like UNESCO, SAARC, UN, and World Bank etc. are working at their levels and positions best to promote social harmony among different nations of the World. But instead we are facing crisis of weak, unjust or broken relationships, both at the personal levels and at the levels of groups or organizations. This has affected the aim of attaining Social harmony to the Worst. In order to attain Social Harmony and to have righteous relationship, we must understand the concept of Social harmony and various Institutional roles operating underneath. of the Scientific Development Concept. The term 'social harmony' refers to the construction of a harmonious society within the aspects of a federal or communist republic. Social Harmony is defined as a process of valuing, expressing, and promoting love, trust, admiration, peace, harmony, respect, generosity and equity upon other people in any particular society regardless of their national origin, weight, marital status, ethnicity, color, gender, race, age and occupation etc.

Hence Social harmony is quite essential for truly being social as being social also means living harmoniously with each other. For this purpose, we must understand the different institutions working in the society and the social relationships existing between them. These institutions can be many. Broadly we can classify them as:

1. **Family**:-Family is the place where a person takes birth and is brought up. His values are largely shaped by his family environment and the values preferences of his family members especially parents.
2. **Nation and Government**:- Nation is the country where a person lives in or do a job etc. National beliefs and values for one's own nation and those for other nations do influence the social harmony. The function of government is to use force to ensure civil peace, justice, equality and liberty. Hence a Government should be honest, legitimate, democratic and accountable in order to promote social harmony.
3. **Organizations**:-The person may be either a businessman, a serviceman or engaged into a non profitable occupation. Whatever may be the case, his concept of having good relations with others are largely influenced by his work culture *and colleagues?*
4. **Community and Neighborhoods**:-'A person is known by the company he keeps' is a common say. Hence the attitudes and habits of people living in neighborhoods and community do largely influence the persons' beliefs about social harmony and peace.

CONCLUSION

One place in the city stood apart from the rancor and chaos of Jerusalem, however - a little island all its own in which a handful of Jews and Arabs lived together in peace and harmony. It was the government insane asylum. After observing its inmates' indifference to the strife sundering their peoples, Jacques de Rainier, the delegate of International Red Cross, made a melancholy entry in his diary: '*Vive les fous!*' (Long live the nuts!) Social Harmony is a desired objective, and education a credible method for achieving it. This essay is not intended to denigrate the many genuine efforts and achievements made in this field, but rather to offer a counter-perspective to the generally accepted utility of education. This essay offers to explore subaltern perspectives, and makes a humble effort to understand how education as a vehicle of social engineering has been over-hyped. Social disharmony is the expression of existing injustice, and till such time as the root causes are addressed, a superficial ministering through education will only raise awareness of such injustice, buttress existing identities and usher in greater societal flux. Societies around are world are constructed with the views of the ruler in mind. Based as they are in inequity, they hide and protect systemic lacunae – ranging for economic disparity to social stratification. What is necessary is that such lacunae are addressed. Education has always been accorded a high status in the construction of new societies – in Plato's *Republic* or More's *Utopia*, as well as in Congress resolutions and Education Policies. While the utility of education can never be negated, it must be kept in mind that education helps in creation of new societies in other ways than is generally perceived, and that there are sever limitations to the capability of education as a weapon of social engineering. Social harmony may or may not be desired – depending upon whether one wants the status quo or wants to change social reality – but greater social justice is everyone's fundamental entitlement. And such social justice may be brought about by addressing the root causes of social injustice – inequity in distribution of knowledge, resources, status, and of opportunity.

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Chapter-22

Engagement of Learner through Peer Tutoring

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ABSTRACT

Peer teaching, or peer tutoring, is a far more instrumental strategy in which advanced students, or those in later years, take on a limited instructional role. It often requires some form of credit or payment for the person acting as the teacher. Peer teaching is a well-established practice in many universities, whereas reciprocal peer learning is often considered to be incidental—a component of other more familiar strategies, such as the discussion group. As a consequence, until recently, reciprocal peer learning has not been identified as a phenomenon in its own right that might be used to students' advantage. This program led to a significant improvement in core subject letter grades for all participants. In an evaluation of the program, participants also demonstrated increased responsibility, completion of homework assignments, and significantly improved work habits.

Peer teaching is not a new concept. It can be traced back to Aristotle's use of *archons*, or student leaders, and to the letters of Seneca the Younger. It was first organized as a theory by Scotsman Andrew Bell in 1795, and later implemented into French and English schools in the 19th century. Over the past 30-40 years, peer teaching has become increasingly popular in conjunction with mixed ability grouping in K-12 public schools and an interest in more financially efficient methods of teaching. Not to be confused with peer instruction—a relatively new concept designed by Harvard professor Eric Mazur in the early 1990s—peer teaching is a method by which one student instructs another student in material on which the first is an expert and the second is a novice.

Goodlad and Hurst (1989) and Topping (1998) note that academic peer tutoring at the college level takes many different forms. Surrogate teaching, common at larger universities, involves giving older students, often graduates or advanced undergraduates, some or all of the teaching responsibility for undergraduate courses. Proctoring programs involve one-on-one tutoring by students who are slightly ahead of other students, or who have successfully demonstrated proficiency with the material in the recent past.

Cooperative learning divides classmates into small groups, with each person in the group responsible for teaching others, and each contributing a unique piece to the group performance on a task. Reciprocal peer tutoring (RPT) is a more specific version of cooperative learning, group classmates into pairs to tutor each other.

Research also indicates that peer learning activities typically yield the following results for both tutor and tutee: team-building spirit and more supportive relationships; greater psychological

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well-being, social competence, communication skills and self-esteem; and higher achievement and greater productivity in terms of enhanced learning outcomes.

One pair of students engaged in a peer tutoring activity as they read a passage together, actively discussing and talking about the passage as they read. The students then individually gave a retelling of the story to the investigator. The second pair of students read the same passage separately and individually gave a retelling of the story to the investigator. Each pair of students engaged in this procedure twice a week, resulting in a total of eight times, over the course of four weeks. The students who had engaged in peer learning scored significantly higher on the QRI (Quality Reading Inventory) test than the students who had not, indicating the effectiveness peer tutoring can have on academic achievement.

HOW TO DO PEER TEACHING

Make sure your tutors are trained.

Existing research identifies adequate tutor training as an essential component of peer tutoring programs. One after-school peer tutoring program implemented in a middle school in California, called Student-2-Student, offers tutoring in a variety of subjects to students with the help of high-achieving eighth graders. Student-2-Student is selective in its recruitment of tutors. Qualified eighth graders meeting a minimum GPA requirement and demonstrating high citizenship must complete an application process and obtain approval from their teachers before being paired with struggling students. The program advisor then matches tutors to students based on who seems to be a good match academically and socially. Tutors receive quality training in effective ways to work with their tutees.

Use a reward system.

In another peer teaching program, sixth grade students enrolled in general reading education classes in a Midwestern, urban middle school were assigned to tutoring pairs of either equal ability or pairs in which high-achieving students modeled successful learning with lower-achieving students. Similar to Student-2-Student, the students received training prior to tutoring.

What sets this peer tutoring program apart from common peer tutoring practices is the inclusion of a reward system for students to encourage participation and on-task behavior. During the sessions, the teacher supervised all activities and passed out raffle tickets to students exhibiting good tutoring or on-task behavior. Students wrote their names on earned tickets and placed them in a collection throughout each week. At the end of each week, the teacher would draw several names of students who could each choose a small prize from a box of inexpensive toys. Evaluation of the class-wide peer tutoring model with rewards for good behavior showed substantial letter grade improvements for the students. The lottery system for reinforcing participation and on-task behavior was shown to overcome challenges to student motivation.

Emphasize confidentiality, positive reinforcement, and adequate response time.

The tutors at Student-2-Student are taught to demonstrate three important things during any given tutoring session: confidentiality, positive reinforcement, and adequate response time when asking questions. The training process also instructed tutors on explaining directions, designing work for extra practice, watching for and correcting mistakes, and providing positive feedback and encouragement.

Choose the learning exercise and the appropriate vehicle for it.

Simply placing students in groups or pairs and telling them to “work together” is not going to automatically yield results. You must consciously orchestrate the learning exercise and choose the appropriate vehicle for it. Only then will students in fact engage in peer learning and reap the benefits of peer teaching.

Use group strategies.

To facilitate successful peer learning, teachers may choose from an array of strategies:

- **Buzz Groups:** A large group of students is subdivided into smaller groups of 4–5 students to consider the issues surrounding a problem. After about 20 minutes of discussion, one member of each sub-group presents the findings of the sub-group to the whole group.
- **Affinity Groups:** Groups of 4–5 students are each assigned particular tasks to work on outside of formal contact time. At the next formal meeting with the teacher, the sub-group, or a group representative, presents the sub-group’s findings to the whole tutorial group.
- **Solution and Critic Groups:** One sub-group is assigned a discussion topic for a tutorial and the other groups constitute “critics” who observe, offer comments and evaluate the sub-group’s presentation.
- **“Teach-Write-Discuss”:** At the end of a unit of instruction, students have to answer short questions and justify their answers. After working on the questions individually, students compare their answers with each other’s. A whole-class discussion subsequently examines the array of answers that still seem justifiable and the reasons for their validity.

Use role playing and modeling.

During the first week of the sixth-grade reading program, project staff explained the tutoring procedures and the lottery, modeled each component of the program, and used role-playing to effectively demonstrate ways to praise and correct their peers.

Emphasize the importance of active learning.

Many institutions of learning now promote instructional methods involving “active” learning that present opportunities for students to formulate their own questions, discuss issues, explain their viewpoints, and engage in cooperative learning by working in teams on problems and projects. Critique sessions, role-play, debates, case studies and integrated projects are other exciting and effective teaching strategies that stir students’ enthusiasm and encourage peer learning.

Teach instructional scaffolding.

To reap the benefits of peer teaching, tutees must reach a point when they are practicing a new task on their own. Tutors can help prepare students for independent demonstration by providing instructional scaffolding, a method by which the tutor gradually reduces her influence on a tutee’s comprehension. See our guide on instructional scaffolding here for further explanation.

Explain directive versus nondirective tutoring.

A tutor who engages in directive tutoring becomes a surrogate teacher, taking the role of an authority and imparting knowledge. The tutor who takes the non-directive approach is more of a facilitator, helping the student draw out the knowledge he already possesses. Under the directive

approach, the tutor imparts knowledge on the tutee and explains or tells the tutee what he should think about a given topic. Under the non-directive approach, the tutor draws knowledge out of the tutee, asking open-ended questions to help the student come to his own conclusions about the topic. Both are valid methods, but different levels of each should be used with different students and in different scenarios.

Explain how to provide feedback.

- **Positive verbal feedback:** Teach your tutors the importance of positive verbal feedback. Prompt students to come up with a list of standard statements which they feel may be positively reinforcing. They also need to be taught how much positive feedback to give. Giving feedback after each and every response can take too much time and diminish its effect. Teach tutors to give genuine praise after every third or fourth correct response and after particularly difficult problems. Make sure to have them practice.
- **Corrective feedback:** Teach your tutors how to respond when an incorrect answer is given. When an incorrect answer is given, the tutor should promptly give and explain the correct answer or draw the correct answer out of the tutee without being critical of the tutee, and then give the tutee an opportunity to repeat the correct answer. It should be noted that the majority of peer-tutoring programs for students are intended to complement, not substitute for, regular classroom instruction. Tutoring should never be a substitute for professional teaching. An ideal learning atmosphere is as a rich blend of peer and adult instructional strategies.

Students learn a great deal by explaining their ideas to others and by participating in activities in which they can learn from their peers. They develop skills in organizing and planning learning activities, working collaboratively with others, giving and receiving feedback and evaluating their own learning. Peer learning is becoming an increasingly important part of many courses, and it is being used in a variety of contexts and disciplines in many countries.

ELEMENTS TO SUCCESSFUL PEER TO PEER TEACHING

- Peer teachers had instruction sheets to use as a guide
- Peer teachers were able to practice before the event
- Challenges were available to keep students focused or if there was extra time
- The lesson should be adjusted to the learner – areas of interest were used for searches
- Decisions were made prior to the event about how to organize peer teachers and students.
- A signal was selected in advance to rotate the students from one group of peer teachers to another.
- Each rotation was brief to make sure that peer teachers and students stayed focused on the task.

PEER TO PEER TEACHING BENEFITS

There are many benefits to peer teaching:

- **Consolidate Learning:** By teaching to a peer, students review their own learning, which allows them to strengthen their own knowledge and skills.
- **Increase Confidence:** This type of learning activity boosts self-confidence because students realize that the classroom teacher perceives them as experts and trusts them enough to share their expertise with a peer.

- **Develop Communication Skills:** Students must use strong communication skills to be able to provide clear directions, listen to feedback, and then adjust the next set of instructions accordingly so that their peer is successful.
- **Assess Learning:** The teacher is able to assess students' understanding of the material based on their ability to share their knowledge and skills with a fellow peer, that could not be accomplished using a paper and pencil test.

In the last decade, peer teaching has gained momentum in higher education. Socio-psychological, pedagogical, economic and political considerations have all contributed to this recent interest. A number of peer-teaching models including discussion groups led by undergraduate students, proctoring, student learning groups, the learning cell, and student counseling of students (*parrainage*) have evolved. Several issues and problems may confront the instructor who wants to use undergraduates as teachers: selection of student partner, functions of student teacher, cooperation vs. competition, the structure of the learning situation, preparation of the student teachers, and benefits of peer teaching, the role of the professor, financial aspects and instructional facilities. The evidence reviewed suggests that peer teaching, best used in conjunction with other teaching and learning methods, has great potentials for both student "teacher" and student "learner", especially if one seeks to enhance active participation and develop skills in cooperation and social interaction.

Many institutions of learning now promote instructional methods involving 'active' learning that present opportunities for students to formulate their own questions, discuss issues, explain their viewpoints, and engage in cooperative learning by working in teams on problems and projects. 'Peer learning' is a form of cooperative learning that enhances the value of student-student interaction and results in various advantageous learning outcomes.

To realize the benefits of peer learning, teachers must provide 'intellectual scaffolding'. Thus, teachers prime students by selecting discussion topics that all students are likely to have some relevant knowledge of; they also raise questions/issues that prompt students towards more sophisticated levels of thinking. In addition, collaborative processes are devised to get all group members to participate meaningfully.

Critique sessions, role-play, debates, case studies and integrated projects are other exciting and effective teaching strategies that stir students' enthusiasm and encourage peer learning. Students thus have diverse opportunities to experience in a reasonably 'safe' and unconstrained context, reactions to complex and 'real' problems they may face later in their careers.

CONCLUSION

Research indicates that peer tutoring activities typically result in:

- (a) Team-building spirit and more supportive relationships;
 - (b) Greater psychological well-being, social competence, communication skills and self-esteem; and
 - (c) Higher achievement and greater productivity in terms of enhanced learning outcomes.
- Although peer-learning strategies are valuable tools for educators to utilize, it is obvious that simply placing students in groups and telling them to 'work together' is not going to automatically yield results. The teacher must consciously orchestrate the learning exercise and choose the appropriate vehicle for it. Only then will students in fact engage in peer learning and reap the benefits discussed above.

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Chapter-23

The Role of Teacher in Construction of Knowledge

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ABSTRACT

This paper focuses on how teachers guide construction of knowledge in classrooms. We suggest that guidance hinges on the kind of dialogue teachers choose to engage students in. The aim of this paper is to evaluate this view and in particular: (i) to explore possible differences in the general interpersonal attitudes of novice vs. expert educators; (ii) to understand whether the actions enacted by an educator toward learners may be taken as local cues of her underlying general interpersonal attitudes in and about the situation; (iii) to try to describe such behaviors and to gather them into meaningful clusters; (iv) to correlate such attitudes with the learner's behaviors. Each of the courses was observed by three independent observers or judges. Factor analysis led to the identification of four main interpersonal attitudes of the educators, namely flexibility, favoring cooperation, focusing on the group and directivity. These attitudes were then correlated to indexes of the participants' level of attention, participation and understanding. The result collaborate the hypothesis that the interpersonal attitudes of the educators correlate with the mental attitudes of the learners. The subgroups of the experts and novice educators achieved different levels of effectiveness. Overall, our findings support the idea that learning is a process of knowledge transformation that takes place within an interpersonal context.

INTRODUCTION

In the constructivist classroom, the focus tends to shift from the teacher to the students. The classroom is no longer where the students are passive learners and teacher pours knowledge into empty vessels. In the constructivist classroom, the students are urged to be actively involved in their own process of learning. Both teacher and student think of knowledge as a dynamic, ever-changing view of the world we live in and the ability to successfully stretch and explore that view- not as insert factoids to be memorized.

There is a great deal of overlap between a constructivist and social constructivist classroom, with the exception of the greater emphasis placed on learning through social interaction and the value placed on cultural background.

For Vygotsky, culture gives the child the cognitive tools needed for the development, which include language, cultural history, social context, and more recently, electronic forms of information access.

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Assumptions

There are some assumptions for the construction of knowledge in the classroom:

- What the student currently believes, whether correct or incorrect, is important.
- Despite having the same learning experience, each individual will base their learning on understanding and meaning personal to them.
- Learning is not passive; it is active process and depends on the students taking responsibility to learn.
- Learning may involve some changes.
- Constructing or understanding a meaning is an active and continuous process.

Role of Teacher

Teachers that construct the knowledge do not take the role of the “Sage on the stage”. Instead, teachers act as a “Guide on the side” providing students with opportunities to test the adequacy of their current understandings.

- The educator should consider the knowledge and experiences students bring to class.
- Provide opportunities for the more expert and less expert learners/participants to learn from each other.
- Provide assistance with assimilation of old and new knowledge.
- Process of active enquiry constructs the knowledge of the learner.
- Create situations in which the learners or students feel safe questioning and reflecting on their own processes.
- The ‘Discovery’ is facilitated by providing the necessary resources.
- Knowledge is constructed actively.
- Learning is presented as a process of active discovery.
- To permit development along lines of the student enquiry, learning program should be sufficiently flexible.
- Each student will interpret information in different ways because of its nature.
- Providing scaffoldings at right level and right time.
- Encourage development through inter subjectivity.

Role of the Student

The students play a more active role in, and accept more responsibility for their own learning. The expectations within the constructivist learning environment are more from the students.

- Students have to participate actively in their own education.
- Students begin their study with pre-conceived notion.
- Peers play a vital role in learning in the social constructivism.
- Students need to receive different ‘lenses’ to see things in new ways for the effective learning.
- Learners deserve access to knowledge of different communities, because knowledge is so communally-based.
- Students need to know how to learn or change their thinking or learning style.
- Through relevant activities, students or learners need to use and test new ideas, skills and information.
- Students may not be aware of the reasons they hold such strong ideas or schemata.

- There is one important aspect of controlling their own learning process is reflecting on their experiences.
- Students have to accommodate and assimilate new information with their current understanding.
- Students are very disinclined to give up their established ideas and may reject new information that challenges prior knowledge.

Role of Teacher in the Constructivist Classroom

In the constructivist classroom, the teacher's role is to prompt and facilitate discussion. The main focus of teacher should be on guiding students by asking questions and that will lead to their own conclusion on the subjects. According to Parker J. palmer (1997), "Good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self, they manifest in their own lives, and evoke in their students, a capacity for connectedness".

According to David Jonassen, Distinguished Professor of Learning Technologies at the University of Missouri, there are three major roles of the teacher to support the students in constructivist environments:

- Modeling
- Coaching
- Scaffolding- to provide sufficient support to promote learning when new concepts are introduced.

Constructivist learning environments, according to Jonassen, should have specific learning goals, where teachers make activities interesting and engaging, but not overly structured. Examples of how teachers could approach learning goals would be having the students answer a specific, open-ended question or a broad issue, examine a case study, undertake a long-term project or examine a problem with multiple projects or cases integrated together.

BENEFITS OF CONSTRUCTIVISM

Constructivist teaching places more emphasis on sensory input, something that has long been overlooked by the traditional educators. In the old days, students were expected to sit through lectures, take notes and take test. While some of that still occurs in classrooms, more and more educators are learning that students need to be fully involved in the learning process, using all of their senses, not just their eyes and ears. Learners are not just passive participants in the classroom; they need to be actively participating in "bigger picture" of the world around them.

The constructivist teaching method has been used in special education settings for some time. It is quite effective for those students who have special needs like sensory processing disorder or those on the Autistic spectrum. Some of these students have brilliant minds, but simply cannot be reached through traditional methods. Rather than simply doling out information, a teacher is more of a guide for a learning journey and actively participates in the learning process with the students as well as encouraging them to challenge ideas.

PROBLEMS WITH CONSTRUCTIVISM

The biggest disadvantage is its lack of structure. Some students require highly structured environments in order to be able to excel.

Constructivism calls for the teacher to discard standardized curriculum in favor or a more personalized course of study based on what the student already knows. This could lead some students to fall behind of others.

It also removes grading in the traditional way and instead places more value on students evaluating their own progress, which may lead to students falling behind but without standardized grading and evaluations teacher may not know that the student is struggling. Since there is no evaluation in the traditional sense, the student may not be creating knowledge as the theory asserts, but just be copying what other students are doing.

Another disadvantage is that it can actually lead students to be confused and frustrated because they may not have the ability to form relationships and abstracts between the knowledge they already have and the knowledge they are learning for themselves.

Constructivism can have its place in the learning system, but as an absolute learning system it has some flaws. Students may benefit with some constructivism principles integrated into the classroom setting, however, most students need more structure and evaluation to succeed.

ASSESSMENT

Constructivists believe that assessment should be used as a tool to enhance both the student's learning and the teacher's understanding of student's progress. It should not be used as an accountability tool that serves to stress or demoralize students. Types of assessment aligned to this epistemological position include reflective journals/portfolios, case studies, group based projects, presentations, debates, role playing, etc.

Within social constructivism particularly there is greater scope for involving students in the entire process:

- Criteria
- Method
- Marking
- Feedback

Brooks and Brooks (1993) state that rather than saying "No" when a student does not give the exact answer being sought, the constructivist teacher attempts to understand the student's current thinking about the topic. Through non-judgmental questioning, the teacher leads the student to construct new understanding and acquire new skills.

CONCLUSION

Both teacher and student think of knowledge as a dynamics, ever-changing view of the world we live in and the ability to successfully stretch and explore that view- not as insert factoids to be memorized. There is a great deal of overlap between a constructivist and social constructivist classroom, with the exception of the greater emphasis placed on learning through social interaction and the value placed on cultural background. Learning is not passive; it is active process and depends on the students taking responsibility to learn. The students play a more active role in, and accept more responsibility for their own leaning. The main focus of teacher should be on guiding students by asking questions and that will lead to their own conclusion on the subjects.

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Chapter-24

Cooperative and Collaborative Learning

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ABSTRACT

Cooperative and collaborative learning differ from traditional teaching approaches because students work together rather than complete with each other individually. Collaborative learning can take place any time students work together -- for example, when they help each other with homework. Cooperative learning takes place when students work together in the same place on a structured project in a small group. Mixed-skill groups can be especially helpful to students in developing their social abilities. Cooperative activities involve the construction of new ideas based on personal and shared foundations of past experiences and understandings -- so they naturally apply some of the principles of constructivism. Learners also investigate significant, real-world problems through good explorative questions, and as a result these groups can easily be used for an inquiry-based approach.

WHAT ARE COOPERATIVE AND COLLABORATIVE LEARNING

Cooperative Learning is an instructional strategy that simultaneously addresses academic and social skill learning by students. It is an instructional strategy and has been reported to be highly successful in the classroom because of its increasing need for interdependence in all levels, providing students with the tools to effectively learn from each other. Students work towards fulfilling academic and social skill goals that are clearly stated. It is a team approach where the success of the group depends upon everyone pulling his or her weight.

Collaborative learning is commonly illustrated when groups of students work together to search for understanding, meaning, or solutions or to create an artifact or product of their learning. Further, collaborative learning redefines traditional student-teacher relationship in the classroom because activities can include collaborative writing, group projects, joint problem solving, debates, study teams, and other activities in which students team together to explore a significant question or create a meaningful project.

Collaborative learning is a method of teaching and learning in which student's team together to explore a significant question or create a meaningful project.

A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

- **Cooperative learning**, which will be the primary focus of this workshop, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

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In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task student's work together on must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.

- Also, in cooperative learning small groups provide a place where learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- students learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- Students are invested in their own learning.

How do Cooperative and Collaborative Learning Differ from the Traditional Approach

Cooperative and collaborative learning differ from traditional teaching approaches because students work together rather than compete with each other individually. Collaborative learning can take place any time student's work together -- for example, when they help each other with homework. Cooperative learning takes place when students work together in the same place on a structured project in a small group. Mixed-skill groups can be especially helpful to students in developing their social abilities.

The skills needed to work together in groups are quite distinct from those used to succeed in writing a paper on one's own or completing most homework or "seatwork" assignments. In a world where being a "team player" is often a key part of business success; cooperative learning is a very useful and relevant tool.

Because it is just one of a set of tools, however, it can easily be integrated into a class that uses multiple approaches. For some assignments individual work may be most efficient, while for others cooperative groups work best.

Research suggests that cooperative and collaborative learning bring positive results such as deeper understanding of content, increased overall achievement in grades, improved self-esteem, and higher motivation to remain on task. Cooperative learning helps students become actively and constructively involved in content, to take ownership of their own learning, and to resolve group conflicts and improve teamwork skills.

How have Cooperative and Collaborative Learning Developed Since they Became Popular

Over the past twenty-five years, the use of small-group learning has greatly increased. Informal collaborative projects have grown into structured, cooperative group work. Cooperative learning became especially popular in the early 1980s and has matured and evolved since.

One evolving aspect of cooperative and collaborative learning involves how the educational community approaches the composition of the small groups. Debates still occur on this topic. Researchers disagree mainly about whether to group students according to their ability, or to mix them so that stronger students can help the weaker ones learn and they learn from the experience of tutoring.

Some researchers, such as Mills and Durden (1992), suggest that gifted students are held back when grouped with weaker students. More researchers support diversity in small groups, however. Radencich and McKay (1995) conclude that grouping by ability does not usually benefit overall achievement and can lead to inequalities of achievement. With good arguments on both sides, most teachers make choices based on their objectives.

WHAT ARE THE BENEFITS OF COOPERATIVE AND COLLABORATIVE LEARNING?

Benefits from small-group learning in a collaborative environment include:

- **Celebration of diversity.** Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps students to better understand other cultures and points of view.
- **Acknowledgment of individual differences.** When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.
- **Interpersonal development.** Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially helpful for students who have difficulty with social skills. They can benefit from structured interactions with others.
- **Actively involving students in learning.** Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.
- **More opportunities for personal feedback.** Because there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens.

Beneficial, cooperative-learning situations are not easy to set up. In many situations, particularly those in which people must work together on a problem, conflicts prevent learning. As a result, cooperative learning requires teaching kids to work well with others by resolving these inevitable conflicts.

WHAT ARE SOME CRITICAL PERSPECTIVES

Critics of small-group learning often point to problems related to vague objectives and poor expectations for accountability. Small-group work, some claim, is an avoidance of teaching. According to these critics, dividing the class into small groups allows the teacher to escape responsibility.

Vicki Randall (1999), who has taught elementary, high-school, and college-level students, cautions against abuse and overuse of group work. According to Randall, the many benefits of cooperative learning sometimes blind us to its drawbacks. She identifies the following practices as common weaknesses:

- Making members of the group responsible for each other's learning. This can place too great a burden on some students. In mixed-ability groups, the result is often that stronger students are left to teach weaker students and do most of the work.
- Encouraging only lower-level thinking and ignoring the strategies is necessary for the inclusion of critical or higher-level thought. In small groups, there is sometimes only enough time to focus on the task at its most basic level.
- You can find information about this and other critical works we cite on our Resources page.

Some critics mix of students as a source of potential difficulties, although they disagree on which types of groups are problematic. Other dissenters highlight the overuse of cooperative groups to the detriment of students who benefit more from learning alone. Yet others recommend that we negotiate more with students to determine how they learn best and apply these ideas to the way we structure classes.

Recommendations from Advocates of Cooperative Learning to Address Issues that Critics Raise include:

- making sure to identify clear questions at the outset and to show how these questions relate to students' interests and abilities and the teaching goals
- resolving small-group conflicts as soon as they arise and showing students how to prevent trouble in future;
- creating rubrics 1 at the beginning of any assignment and using these for guiding the learning process and for assessing final work;
- helping students reflect on their progress on a regular basis;
- Expecting excellence from all students and letting them know that you believe in them and their ability to produce excellent work.

How can we use Cooperative and Collaborative Learning in Conjunction With other Educational Techniques

Since cooperative-learning techniques revolve around the use of a particular tool -- small groups -- they can be used with almost any other educational strategy.

Many of the other teaching techniques detailed in previous workshops include small-group learning activities. The cooperative-learning techniques described here will help you and your students make the best use of these small-group activities.

Some types of cooperative learning (like those demonstrated in this workshop) have been developed in concert with the theory of multiple intelligences, so they work very readily with this strategy. In small groups, students can share their strengths and weaknesses and use the group activities to develop a variety of their intelligences.

Cooperative activities involve the construction of new ideas based on personal and shared foundations of past experiences and understandings -- so they naturally apply some of the principles of constructivism. Learners also investigate significant, real-world problems through good explorative questions, and as a result these groups can easily be used for an inquiry-based approach.

They can also help students meet national, state, or local standards. Cooperative and collaborative activities can have many different objectives, ranging from mastery of basic skills to higher-order thinking. Because the specifics of a cooperative-learning project depend on the objectives of the particular teacher, the teacher can easily orient the project toward meeting these standards.

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Chapter-25

Degeneration of Values in Indian Education System

Mr. Gurpreet Singh Mangat*

ABSTRACT

Education is the foundation-stone of every society. A healthy Education System of a country reflects the level of development and future of a country. Although India has developed in terms of infrastructure, literacy rate and the number of educational institutions yet it lags behind in many aspects of education. The Indian Education System is facing a number of problems today. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement of the character of the educated. This paper aims at the suggestions to deal with these problems.

INTRODUCTION

Learning is a life-long process. An individual keeps on learning throughout his/her life. The mode of education may be formal or informal. Education differs from literacy- a term sometimes closely associated with education. Literacy refers to the ability of a person to read and write. Whereas education requires literacy but its scope is enormous in comparison to literacy. Education includes literacy, mental development of an individual, socialization, learning ethical values and so on.

Education can be called the foundation stone of every society. A good education system reflects the level of development in that society. Indian system of education, although many improvements have been made, suffers from many ailments. As quoted by Burke, it is rightly said by Mahatma Gandhi; The real difficulty is that people have no idea of what education truly is. We assess the value of education in the same manner as we assess the value of land or of shares in the stock-exchange market. We want to provide only such education as would enable the student to earn more. We hardly give any thought to the improvement

of the character of the educated. The girls, we say, do not have to earn; so why should they be educated? As long as such ideas persist there is no hope of our ever knowing the true value of education.¹

EDUCATION IN MODERN INDIA

The education in modern India has been highly commercialized. The main objective of the private institutions is money-making. The ethics and values have been thrown to the margins. Moreover, people are not aware of their basic rights. They really have no idea, as said by Gandhi, about what is education in its real sense? They have illusions and misconceptions regarding the concept. They

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consider it a sort of 'input' that is like 'sowing the seeds', which ultimately leads to 'reaping of the crops' or a fruitful output. They forget that education is not merely a tool of turning individuals into machines that produce money. Its aim is to make better human beings.

The problems that Indian education system is facing include the problems of Indians who have no access to education. They are either poor or unaware of their right to education. The poor children, despite the Child Labour Act, are engaged as domestic workers or workers at factories, *dhabas* etc. They are exploited and provided less wages. Those poor children, who join the schools, either drop their school or do not go for higher education. India lacks the quality of education for the poor.

Moreover, values and ethics play a significant part in the education system. There was a time, when the hearts of the *shishyas* were full of respect for their *gurus* but now, the things have changed. There is a lack of 'personal touch' in teacher-student relationship. Everything seeks monetary benefit and consumer-culture has eaten away the strong base of ethical values fabricated in Indian Education System like termite. However, the role of a teacher can't be ignored. As put forward by Mahatma Gandhi in "Talk to Khadi Vidyalya Students, Sevagram";

A teacher who establishes rapport with the taught, becomes one with them, learns more from them than he teaches them. He who learns nothing from his disciples is, in my opinion, worthless. Whenever I talk with someone I learn from him. I take from him more than I give him. In this way, a true teacher regards himself as

a student of his students. If you will teach your pupils with this attitude, you will benefit much from them.

EROSION OF VALUES

The ethical values are vanishing from the entire Education System- students as well as teachers. Many factors are responsible for the same. The most important factor is too much of political interference and corruption in Indian Education System. From the admission of the student to interview and placement of the candidates for job, political interference and corruption can be witnessed. Favouritism or doing favour to the relatives or those having an access to the politicians or high authorities, taking or giving bribes for appointments, providing heavy sums for transfers, admissions of the students- all contribute, in their own way, to degeneration of values in Indian Education system. Teacher absenteeism is another important fact. According to the report of UNESCO, teacher absenteeism is one of the major factors that lead to degeneration of the system. It is always in highlights that there are many teachers who are still in job but remain aloof from their duties and are settled abroad. They are neither leaving their job nor doing it, which indicates their monetary minds.

The role of a Guru was of prime importance in all ancient Indian civilizations. It is truly heart-breaking to see how careless the so-called most talented educators in India are towards their profession and when the same teachers join a private school. Instead, these teachers are pushing the innocent young minds further down into poverty by discouraging them from academics. They are responsible for coloring their childhood black by introducing them to anarchy by erasing the word 'Discipline' from their dictionaries and showing them that money is the only God known to man today and that all actions of the educated adults are governed by the lure of luxury.

CONCLUSION

To conclude, it can be said that the ethical values are degenerating today amongst teachers as well as students. Although India has developed in terms of infrastructure, literacy rate and the

number of educational institutions yet it lags behind in many aspects of education- partly due to degeneration of ethical values. Values play an important role in the life of an individual. If an individual is full of these values, he/she will have a determination for the work and a commitment to the soul for never to do anything wrong that his/her conscience does not allow. Therefore, there is a dire need for development of these values amongst individuals in order to have a healthy education system in India and for the development of the nation.

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Chapter-26

Education and Values: Indian Education System

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ABSTRACT

Indian Education System is suffering from numerous ailments these days, the major being declining ethical values in the system. These values are vanishing from the teachers as well as the students. This paper aims at the study of degradation of Indian Education System and its primal causes, including an analysis of the factors like corruption, political interference, decline in moral values, preference to short-cuts by the students as well as teachers, teacher absenteeism and lack of interest in work and work-shirking. Teachers are the role-models for the students. They have to be very particular about moral and ethical values. It is said that it's easy to preach than to practise. Before preaching something, one has to fit in that frame in which he/she wants the rest of the world to fit. A good teacher teaches not only the prescribed syllabus to the students but idealism, values and ethics as well

INTRODUCTION

Values and ethics constitute an integral part of society. The way an individual behaves with others or in a particular situation is very significant in character determination; a good moral behavior results in positive relations and ultimately to nation building and development in the real sense. Distinguishing between morally good and bad (values) and acting according to the values i.e. to do well is something that is known as ethics. In 21st century, teaching is not what it used to be in the past centuries. The teacher-student relationship has undergone a sea change. The conventional 'Guru-Shishya' relationship is nowhere to be seen. Now days, it has taken the form of a trade. Privatisation of education has pushed the teaching of values and ethics to the back seat. The modern education aims at imparting factual knowledge to the students. However, the aim of education is not only to impart knowledge to the students but to make them better citizens, to develop their character and personality, to awaken them morally and spiritually, to empower them economically as well as socially. The true aim of education is nation building. In ancient times, a few people or the so-called 'elite' class had access to education. The poor sections had no access to education. The educated ones were considered superior and civilized whereas the illiterate and poor people were far away from values and ethics.

Most of the crimes were committed by the illiterate. They suffered and made others, like them, to suffer. They were not aware of their rights. They were never taught about morality and ethics. On the other hand, in modern times, majority of people are well-educated. But still they are either victims or victimisers. They 'prefer' criminal and unjust ways than working hard and earning honestly, just because of their insanity, as D. H. Lawrence in his poem 'Money Madness' warns humans;

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DECLINING ETHICAL VALUES IN INDIAN EDUCATION SYSTEM

Most of the modern educated humans have shunned their values and ethics and the 'credit' goes to modern education system. Aristotle, a great Greek philosopher, in his 'Poetics' adds three attributes to the personality of a morally good character; he should have three virtues of practical wisdom, as quoted in "Declining Ethical Values in Indian Education System"², i.e. temperance, courage and justice. The modern education system is based on the sole aim of money-making and personal benefits. It does not focus on teaching of moral values to the students. So many reasons are responsible for this degradation of moral values in modern students. Some of these are privatization of education, individualistic approach, lack of respect and feeling of concern for teachers and classmates, corruption in education system and so on. Many Indian private institutes hire teachers at low salaries. They do not have proper facilities and infrastructure, the standard of faculty is not up to the mark sometimes. Also, such institutes have no option than using unfair means to get their students through the examinations and they, therefore can't teach the lesson of 'honesty, dedication and hard-work' to the students. They are money-makers and produce similar money-minded students who never value morality and honesty.

With the mushrooming of these private institutes in the modern era, the education has acquired the status of a marketable commodity, where educational institutes are the traders and the students are the customers. (Garg and Kaur, 2012)

In September 2016, University Grants Commission released a list of fake Universities in India. These universities were illegally using the name of 'university' despite not fulfilling the conditions for a university, led by the UGC. The problem of lack of awareness among people is also an important factor in degrading education system in India. Moreover, students prefer the easiest way, the shortcut to success. They do not prefer hard work and feels it convenient to pay heavy amounts to the corrupt people.

The **UGC's Fake Universities list** carries a maximum number of 8 institutions from Uttar Pradesh followed by 6 institutions from Delhi. Further, other states including Bihar, Karnataka, Kerala, Maharashtra, Tamil Nadu and West Bengal have one institution each listed as fake university by UGC. Moreover, this year's latest addition has two 'universities' from Odisha state.

There is yet another factor in Indian Education System that is responsible for the decline of ethical values – too much of Political Interference. Political interference is present in every field, whether bureaucracy or Education system. Undue favour of those who are close to the political leaders and parties as well as corruption and heavy bribes for posting, recruitment, promotions etc- all are responsible for degradation of Education system, as Ashok Sharma says;

Political interference in appointments, transfers and other fields in the education sector certainly retard the academic growth of academic institutions, especially universities and higher institutions of learning, whose main objective should be the creation and dissemination of knowledge and not just to prepare students to get through the exams. In such a scenario, the most deserving, efficient, honest and meritorious officers are ignored and undeserving people are given the key posts which adversely affects the quality of education.³

Corruption in Indian system has taken the form of a leviathan. This monster is hard to control. It has its access to every nook and corner of the Indian system. Even the Education System is not spared. Taking bribes for selection of teachers, for promotions, for admission of students, taking large fees from the students- all these things contribute to the further growth and development of this leviathan. As mentioned in 'Corruption in Education System in India- a UNESCO Report';

India's education system is mired in corruption and a high rate of teacher absenteeism in the country was a key factor for it according to the new global study. The UNESCO's International

Institute of Educational Planning study on corruption in education released recently says that 25% teacher absenteeism in India is among the highest in the world, second only after Uganda that has a higher rate. The global average of teacher absenteeism is about 20%.

Teachers are the role-models for the students. They have to be very particular about moral and ethical values. It is said that it's easy to preach than to practise. Before preaching something, one has to fit in that frame in which he/she wants the rest of the world to fit. A good teacher teaches not only the prescribed syllabus to the students but idealism, values and ethics as well. As quoted in "Declining Ethical Values in Indian Education System" by Shelly and Kusum Jain, the UNESCO's International Institute of Educational Planning Study on corruption in Education states that there is 25% teacher absenteeism in India which is among the highest in the world. The teachers are absent from the institutes most of the time and this absenteeism leads to non-seriousness among the students. They also learn work shirking from such a casual behaviour of their mentors. It also results in decline in the reputation of the institute.

It is the duty of a teacher to ensure that the students are getting a better tomorrow. The role of a Guru was of prime importance in all ancient Indian civilizations. It is truly heart-breaking to see how careless the so-called most talented educators in India are towards their profession and when the same teachers join a private school, they work extremely hard to keep up with the high code of conduct for teachers in those schools. A teacher is supposed to be the shining beacon of hope that these less privileged students can look up to. They are meant to be their guiding lights and guardian angels. Instead, these teachers are pushing the innocent young minds further down into poverty by discouraging them from academics. They are responsible for coloring their childhood black by introducing them to anarchy by erasing the word 'Discipline' from their dictionaries and showing them that money is the only God known to man today and that all actions of the educated adults are governed by the lure of luxury. No wonder then that the illiteracy rates are showing an uptrend and the average age of serious criminals is constantly decreasing in rural India. It's high time we all take a firm stand and question our principles. To conclude, it can be said that in a developing nation like India, the aim of development can be achieved if education system is free of faults and runs smoothly. Teachers are the nation-builders. It is their responsibility to teach moral and ethical values to the students and maintain these values as well.

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Chapter-27

Enhancing Communication skills Through Blended Learning

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ABSTRACT

This technological advancement has amazingly enhanced teaching of communication skills. A traditional classroom is teacher centric where a teacher delivers lectures and students are to take notes. Consequently, the classroom teachings might not suffice to cater to varied potential and requirements. Language classes gain immensely when tasks and activities parallel to the classroom teaching are developed and imparted through computers. This computer mediated communication which is, as Cook puts it, "Communication via a computer network. It may be one to one or one to many and synchronous or asynchronous. In fact, the learning systems that involve combining "face to face instruction with computer mediated instruction" are defined as blended learning systems. The term blended learning enfolds combining internet and digital media with established classroom forms that require physical co-presence of teacher and students. Garruson & Kanuka opine that blended learning is the thoughtful integration of classroom face to face learning experiences with saline learning experiences. Frazee believes that blended learning integrates seemingly opposite approaches, such as formal and informal learning, face to face learning experiences, directed paths and relevance on self-direction and digital references and collegial connections, in order to achieve individual and organisational goals. Pankin defines blended learning as structured opportunities to learn which use more than one learning or training method, inside or outside the class room. This definition includes different learning or instructional methods i.e. lecture, discussion, guided practice, reading, games, case study, simulation, etc, and various delivery methods i.e. live classroom or computer mediated and different scheduling synchronous or asynchronous.

Learners benefit largely term blended learning as they have the opportunity to check their spellings, grammatical errors and comprehension problems. Learners can be assigned the task of reading easy to difficult passages. Each passage would have a list of numerous multiple choice questions and the learners be expected to select the best choice applicable. The world of blended learning facilitates the learners to have access to an array of aspects of the language and the allied material and exercises to develop their language expertise.

During the course of numerous computer based tasks learners are bound to observe various structural changes occurring to words, sounds, rules and meanings of the language in question. One of the advantages that blended learning affords is that learners acquire more confidence and

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liberty to manipulate the learning program. Contrary to other audio-visual devices, blended learning has a wider scope owing to extensive memory of the computer.

Communication skills have a wide canvas encompassing the world of four essential skills i.e. listening, speaking, reading and writing; components comprising words, sentences, stories and dialogues with offshoots of narratives, dialogues, stories, presentations, etc. To channelize the communicative ability of learners, certain problem solving tasks can be assigned e.g. introducing puzzles demanding a letter, word, picture or sentence be put in the right order. The learning process of communication skills can be broadly classified into use and usage. For example, if learners are made familiar to dialogue formation, listen to few conversations and then expected to recall the conversation they had just listened to and rephrase the same, they learn to use language in new situations. The computer would be programmed in a befitting manner as to inform to imparting knowledge pertaining to all cultures. Various nuances of language as pronunciation, intonation, stress can be best taught through the various software developed. Moreover, the language learners have the added advantage of assessing themselves consistently making the learning exercise for more effective as compared to the traditional class room teaching.

Researchers have been conducted to achieve the optimum level of blended learning. Dudney and Hockley list three possible course designs for blended learning in language learning environment.

Some researchers are of the view that there is no perfect methodology to be adopted to achieve optimum results. The percentage of traditional classroom, synchronous classroom and self-directed work is determined by the learning objectives. A blended learning course without a well defined approach shall defeat the purpose.

Teachers of foreign languages have so far been using cassette recorders inside the classroom and students have been shown movies and documentary films with VCR's. Now a day the language labs are equipped with LCD projectors, laptops, electronic boards and are Wi-Fi enabled to make the language learning process most effective. According to Haieck and Stickler, the use of computers in language teaching has moved from the initial computer as tutor approach based on a behavioral learning model and reflected in repetitive drills to communication and interaction via the computer. Ubiquitous connectivity among learners has allowed the shift from this cognitive approach to learning to an integrative socio-cognitive approach combining traditional language skills such as listening, speaking, reading and writing with electronic literacy skills such as learning to interact with others through the use of variety of technological skills as an integral part of language teaching.

Blake mentions that the foreign language teaching now impresses upon the use of technology of the curriculum. Certain instructors are still apprehensive of the viability of such a approach to teach linguistic proficiency. In a study by Banados, the elements of blended learning model are described and the issues regarding implementation, results arrived at in steering the model are detailed. The English Program had at its core developing language skills with a focus on learning authentic communication. The study inferred that students gained immensely and there was notable improvement in the students' language skills. In another study conducted by Osaily, the researcher identified the challenges countered in implementing blended learning for learners at Al-Onds Open University in Palestine. The most glaring impediments included low level of English language and low level of participation of learners owing to formidable presence of computers. The researcher opined that the concept of e learning needs to be inculcated amongst both the teachers and learners, the technical infrastructure needs to be worked upon and English language courses ought to be intensified. In another study conducted by Hijjawi and Gaille, practices of ICT implementation in three university courses of foreign languages in a blended learning module as "Remedial English", "English 1" and "French 1" were studied. Study revealed that students faced problems managing the digitalised learning process. These problems were classified as related to socio-cultural habits and

psychological obstacles pedagogical posture and attitude and technical difficulties. It was concluded that to have a self-reliant student, blended learning does not suffice and it is imperative to transform the educational paradigms and shift from a teacher centered model to a learner centered model.

Irrespective of challenges, blended learning is highly productive, and is ushering in a refreshing experience in enabling imparting of communication skills. Students benefit largely as the e-learning lessons facilitate better comprehension of the subject in question and various language skills are honed as the students find the enhanced learning process more engaging and student friendly. There is a favorable response to motivational aspects delivered through the use of technology. In a random sampling, students stated that blended learning makes learning more accessible and limitations of time and place are effectively countered. Besides, the thinking ability of individual's is tapped at Individuals have greater opportunity to practice their language skills on their own and improve thereon shifting the responsibility onto the more aware student who in turn learns to manage time and study his course content in a more effective manner. The aspect of flexibility accorded by this learning process is much appreciated by students who find learning more simulating with plethora of visuals and sounds which create a real communication world. An impressive improvement in language skills ensues as students take to practical application of theoretical knowledge they had. The mental horizons transcend the limitations of a traditional classroom as students are offered opportunities to revisit tasks and activities that are skill building; there is evident enhancement in the learning process. There is transference of roles as a teacher moves on from being a lecturer to a facilitator providing support to student working in the integrated learning environment. Students assuredly are encouraged manifold to greater autonomy in the learning process and are redefining the spectrum of communication skills learning promising more productive gateways.

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Chapter-28

Benefits of Different Cooperative Learning Strategies in Classroom

Dr. Jaspal Singh*

ABSTRACT

Cooperative learning is an organized and structured way to use small groups to enhance student learning and interdependence. Students are given a task, better known as an assignment, and they work together to accomplish this task. Each individual has responsibilities and is held accountable for aiding in the completion of the assignment; therefore, success is dependent on the work of everyone in the group. In addition to learning from each other, students also learn how to work as part of a team and have others depend on them.

INTRODUCTION

Cooperative learning is an educational approach which aims to organize classroom activities into academic and social learning experiences. There is much more to cooperative learning than merely arranging students into groups, and it has been described as “structuring positive interdependence.” Students must work in groups to complete tasks collectively toward academic goals. Unlike individual learning, which can be competitive in nature, students learning cooperatively can capitalize on one another’s resources and skills (asking one another for information, evaluating one another’s ideas, monitoring one another’s work, etc.). Furthermore, the teacher’s role changes from giving information to facilitating students’ learning. Everyone succeeds when the group succeeds. Ross and Smyth (1995) describe successful cooperative learning tasks as intellectually demanding, creative, open-ended, and involve higher order thinking Tasks.

Five Essential Elements are Identified for the Successful Incorporation of Cooperative Learning in the Classroom.

1. Positive interdependence
2. Individual and group accountability
3. Promotive interaction (face to face)
4. Teaching the students the required interpersonal and small group skills
5. Group processing.

Johnson and Johnson (2009) posited five variables that mediate the effectiveness of cooperation. Brown & Ciuffetelli Parker (2009) and Siltala (2010) discuss the **5 basic and essential elements** to cooperative learning.

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Positive Interdependence

- Students must fully participate and put forth effort within their group. Each group member has a task/role/responsibility therefore must believe that they are responsible for their learning and that of their group
- Face-to-face promotive interaction
- Members promote each other's success
- Students explain to one another what they have or are learning and assist one another with understanding and completion of assignments
- Individual and group accountability
- Each student must demonstrate mastery of the content being studied
- Each student is accountable for their learning and work, therefore eliminating "social loafing"

Social Skills

- Social skills that must be taught in order for successful cooperative learning to occur
- Skills include effective communication, interpersonal and group skills
- Leadership
- Decision-making
- Trust-building
- Friendship- development
- Communication
- Conflict-management skills

Group Processing

Group processing occurs when group members (a) reflect on which member actions were helpful and (b) make decision about which actions to continue or change.

The purpose of group processing is to clarify and improve the effectiveness with which members carry out the processes necessary to achieve the group's goals.

TYPES OF FORMAL COOPERATIVE LEARNING

Types of formal cooperative learning strategies include:

- ***The jigsaw technique***
- ***Assignments that involve group problem-solving and decision making***
- ***Laboratory or experiment assignments***
- ***Peer review work (e.g. editing writing assignments).***

The success of cooperative learning is based on three interrelated factors:

1. **Group goals.** Cooperative learning teams work to earn recognition for the improvement of each member of a group.
2. **Individual accountability.** Each member of a team is assessed individually. Teammates work together, but the learning gains of individuals form the basis of a team score.
3. **Equal opportunities for success.** Individual improvement over prior performance is more important than reaching a pre-established score (90 percent on a test, for example). A student who moves from 60 percent on a test one week to 68 percent (8 percent improvement) the next week contributes just as much to a group as a student who moves from 82 percent to 90 percent

BENEFITS OF COOPERATIVE LEARNING

Based on the experiences of thousands of classroom teachers, these are the benefits of cooperative learning:

- **Student achievement.** The effects on student achievement are positive and long-lasting, regardless of grade level or subject matter.
- **Student retention.** Students are more apt to stay in school and not drop out because their contributions are solicited, respected, and celebrated.
- **Improved relations.** One of the most positive benefits is that students who cooperate with each other also tend to understand and like each other more. This is particularly true for members of different ethnic groups. Relationships between students with learning disabilities and other students in the class improve dramatically as well.
- **Improved critical thinking skills.** More opportunities for critical thinking skills are provided, and students show a significant improvement in those thinking skills.
- **Oral communication improvement.** Students improve in their oral communication skills with members of their peer group.
- **Promoted social skills.** Students' social skills are enhanced.
- **Heightened self-esteem.** When students' work is valued by team members, their individual self-esteem and respect escalate dramatically.

OTHER BENEFITS

- Cooperative learning is fun, so students enjoy it and are more motivated.
- Cooperative learning is interactive, so students are engaged, active participants in the learning.
- Cooperative learning allows discussion and critical thinking, so students learn more and remember what they've learned for a longer period of time.
- Cooperative learning requires students to learn to work together, which is an important skill for their futures.

CONCLUSION

The introduction of «learning teams» into the classroom is an effective method for increasing the number of students willing to make an effort to learn in school. The teams usually work together on long-term assignments, although sometimes students remain together in duos, triads or quadrants for the entire day. In these groups, each individual is responsible for assuring that the other team members learn the assigned material. Those who understand the lesson/material are responsible for teaching it to the others. Groups progress to a new unit of study when all members of the group have mastered the lesson.

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Chapter-29

Collaborative Learning Vs. Cooperative Learning

Ms. Jaspreet Kaur*

ABSTRACT

Recently there has been more scrutiny as to the benefits of working in teams. This is deemed an integral 21st century skill and researchers are now also beginning to differentiate between cooperative learning and collaborative learning in order to facilitate a discussion as to the relative merits of both and how they can be utilized to further knowledge and achieve set goals. There has been a shift from individual competencies to group competencies and an emphasis shift in both learning institutions and the workplace. Value is placed on how individuals can work as part of a team and this team building approach has thus filtered into different education settings. Defining collaborative learning and cooperative learning and how they are harbingers of critical thinking has the goal of providing the best means to knowledge building. The more we research these and understand their place in this experience, the better we will be at preparing students to engage in them in thoughtful ways.

Some authors who have made the distinction between cooperative and collaborative learning (Brody, 1995; Bruffee, 1995). Cooperative learning is a social process grounded by structured group work, and is concerned with promoting both social and academic outcomes; that is, students learn new social skills and how to work together in order to achieve academic goals. These goals are realised through the imposition of structure and control by the teacher. The teacher holds students accountable for learning, collectively. In doing so, the teacher acts like a manager or director who uses instructional strategies to engender social skills, positive interdependence, cooperation, and accountability (Brody, 1995). In contrast, collaborative learning embodies free thinking and even dissent. Its end goal is to create new knowledge. In essence it is unstructured. In fact, "The goal of the collaborative learning process is to have group members think about and solve abstract problems, problems that may have no specific answers, or multiple solutions. As well, there is no commitment to group members that each will learn and be successful as a result of the process.

Collaborative learning is, fundamentally, an intellectual process within a laissez-faire social framework." (Olivares,2005).

STUDENT CENTERED APPROACHES TO LEARNING

Some view collaboration as a philosophy of interaction and personal lifestyle whereas, as previously noted, cooperation is a structure of interaction designed to facilitate the accomplishment of an end product or goal. In fact we use this philosophy with community groups, within families and

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generally as a way of living with and dealing with other people. (Panitz,1996). An important point to note it is that that whereas cooperative learning is teacher centered, collaborative learning is more student centered. He notes that, “the cooperative learning tradition tends to use quantitative methods which look at achievement: i.e., the product of learning. The collaborative tradition takes a more qualitative approach, analyzing student talk in response to a piece of literature or a primary source in history.” (Panitz,1996). It has also been noted that in collaborative learning, “student talk is stressed as a means for working things out. Discovery and contextual approaches are used to teach interpersonal skills.” (Myers,1991).

It has been shown that Interactions among students make positive contributions to students’ learning (Laurillard, 1993; Moore, 1993; Ramsden, 1992). Clearly, an important component of collaboration is the discussion that occurs during task engagement, since the cognitive benefits that are claimed for collaborative learning (Pressley &McCormick, 1995) must be mediated by the verbal exchanges among learners. Verdejo (1996) emphasizes this theme, basing collaborative learning on a “conversation or dialogue paradigm”. Henri and Rigault (1996), in addition to the shared approach to tasks and student interdependence, also refer to greater student autonomy in distinguishing collaborative from cooperative learning.

THE WORLD OF WORK-PERCEIVED BENEFITS OF WORKING IN COLLABORATIVE TEAMS

To add to the discussion, some thoughts from the world of work are noted. In this arena, collaboration may be found useful in the following ways:

1. **Dealing with complexity.** Collaboration provides multiple skill-sets and perspectives that prevent you from overlooking key elements of opportunities and challenges.
2. **Leveraging diversity.** Cross-gender collaboration, for example, adds richness.
3. **Inviting buy-in.** Collaborating elevates everyone’s status. It says you matter. People participate when their participation matters.
4. **Dealing with strategic issues.** the bigger the issue the more essential collaboration becomes.
5. **Solving long-term challenges** or finding long-term solutions. (Rockwell, 2012)

COLLABORATIVE ONLINE LEARNING

In their study exploring collaborative online learning, (Curtis and Lawson 2001) found that, “when considering the efficacy of collaboration in online environments it has been found that there is a lack of ‘challenge and explain’ cycles of interaction that characterize good interchanges in face-to-face tutorials. In addition, communication limitations imposed by the lack of good real-time interaction support tools, was another notable difference between face-to-face and asynchronous online interactions. That being said, there is evidence that successful collaboration is possible in online learning environments. Student familiarity with the medium and the ease of use of the interface are important factors. They note that instruction for students in the use of the software and better preparation for the challenges of collaborative learning, especially negotiation and other group skills, are likely to produce a more effective learning system.

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Chapter-30

Development of Emotional Intelligence

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ABSTRACT

Emotional intelligence is considered a relatively new and growing research area, which has attracted interest at various levels. Emotional intelligence as a construct was first defined by Thorndike in 1920 as the ability to perceive one's own and others' emotions, motives and behaviors and to use them to act optimally. Emotional intelligence is the ability to identify, use, understand and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges and defuse conflict. Emotional intelligence impacts many different aspects of our daily life, such as the way you behave and the way you interact with others. Emotional intelligence is a valid concept and plays an important role in the workplace.

INTRODUCTION

To understand the concept of emotional intelligence it is important to have some clarity about the two terms that constitute it, namely, intelligence and emotion. Emotions are present in every activity of human being. They are prime movers of thought and conduct. They play important role in influencing physical health, mental health, social life, character, learning process and area of adjustment. When our feelings become intense and excited, they become emotion. These are emotions which directly affect one's day to day life for long; it is believed that success at the work place depends on Intelligence Quotient (IQ) as reflected by one's academic achievements. So, emotional intelligence is defined as a type of social intelligence that involves the ability to monitor one's own and other's emotions, to discriminate among them, and to use the information to guide one's thinking and actions.

BRANCHES OF EMOTIONAL INTELLIGENCE

Emotional intelligence can be described as having four branches:

The ability to perceive and express emotion

Perceiving emotion is the ability to identify emotion in the self and others.

The ability to assimilate emotion into thought

Facilitating emotion is the ability to use information that explains felt emotions in order to prioritize and direct thinking.

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The ability to understand emotion

Understanding emotion is the ability to understand the relationships among emotions and how emotions transit from one state to another and regulate emotions in the self and others.

The ability to regulating or managing the emotion

It is the ability to regulate emotion in oneself and others.

MAIN ASPECTS OF EMOTIONAL INTELLIGENCE

Emotional Intelligence has many aspects. Among them three of the main are considered very important:

Emotions as conscious experience

Any unforgettable experience in our life would be primarily related to the dominant feeling of being happy, angry, and excited and fear and this experience occurs at the conscious level. This conscious feeling of emotion seems to be of paramount importance in our personal and social adjustment. The conscious aspects of emotional experience are sometimes unpleasant and they sometimes lead us to destructive and anti-social behavior. But there is a great social as well as personal value in many kinds of emotional experience. If people were devoid of emotion, they would not show loyalty, patriotism or intense interest in social reform.

Emotions as physical response

Two kinds of physical changes are involved in emotional responses. The external responses of bodily and facial muscles play a direct role in manipulating the environment. The other kind of physical response is the internal changes. Any strong emotion, such as fear or rage is accompanied by complexity of internal changes involving muscular, chemical, glandular and neural activities throughout the body. An emotional response also involves changes in facial expression and in overt behavior.

Emotions as motives

The emotions play a vital part in the total picture of our motivational patterns. A life without emotion would virtually be a life without motion. Like the biological drives, the emotion involves complex physiological changes in the organism. As motives, the emotions may serve to direct behavior either towards some goal that will give pleasure to the organism or away from some object or situation, which is unpleasant.

COMPONENTS OF EMOTIONAL INTELLIGENCE

It is unrealistic to set aside our emotions and feelings in workplace. Organizational life requires that we work together side by side for eight to twelve hours a day. We spend more time with our coworkers than we do with our friends, spouse or children. Emotional intelligence encompasses the following five characteristics and abilities as discussed by Goleman(1995).

Self-Awareness

means knowing your emotions, recognize feelings as they occur and discriminating between them is being emotionally literate; being able to identify and label specific feelings in yourself and

others; being able to discuss emotions and communicate clearly and directly; the ability to empathize with, feel compassion for, validate, motivate, inspire, encourage and soothe others; the ability to make intelligent decisions using a healthy balance of emotions and reason, being neither too emotional nor too rational; the ability to manage and take responsibility for one's own emotions, especially the responsibility for self-motivation and personal happiness, recognizing and naming one's own emotions, knowledge of the causes of emotions, recognizing the difference between feelings and actions.

Mood-Management

handling feelings so that they are relevant to the current situation and you react appropriately. Frustration, tolerance and anger management, eliminating verbal pull-downs, fights and group disruptions, better able to express anger appropriately without resorting to violence, fewer suspensions or expulsions, less aggressive or self-destructive behavior, more positive feelings about self, school and family, better at handling stress.

Self-Motivation

“gathering up” your feelings and directing yourself towards a goal, despite self-doubt, inertia and impulsiveness. More responsible, better able to focus on task at hand and pay attention, less impulsive, more self-controlled and improved scores on achievement tests.

Empathy

recognizing feelings in others and tuning into their verbal and non verbal cues. Better able to take another person's perspective, improved empathy and sensitive to others' feelings, better at listening to others.

Managing-Relationships

handling interpersonal interaction, conflict resolution and negotiations. Increased ability to analyses and understand relationships, better at resolving conflicts and negotiating disagreements, better at solving problems in relationships, more assertive and skilled at communication. More popular and outgoing, friendly and involved with peers, more sought out by peers, more concerned and considerate, more “prosocial” and harmonious in groups, more sharing, cooperation and helpfulness, more democratic in dealing with others.

FACTORS INFLUENCING EMOTIONAL INTELLIGENCE

There are the following factors influencing emotional intelligence:

Performance at work

Emotional intelligence can help you navigate the social complexities of the workplace, lead and motivate others, and excel in your career. In fact, when it comes to gauging job candidates, many companies now view emotional intelligence as being as important as technical ability and require EQ testing before hiring.

Physical Health

If you're unable to manage your stress levels, it can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and

stroke, contribute to infertility and speed up the aging process. The first step to improving emotional intelligence is to learn how to relieve stress.

Mental Health

Uncontrolled stress can also impact your mental health, making you vulnerable to anxiety and depression. If you are unable to understand and manage your emotions, you'll also be open to mood swings, while an inability to form strong relationships can leave you feeling lonely and isolated.

Relationships

By understanding your emotions and how to control them, you're better able to express how you feel and understand how others are feeling. This allows you to communicate more effectively and forge stronger relationships, both at work and in your personal life.

CONCLUSION

To conclude we can say that emotions play a very important role in our lives. It is essential to know how they affect our personal and social adjustments. Adjustment is an important factor to complete a person's goal successfully. It is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs. Adjustment refers to the ability of an individual to fit into his environment. In recent years, there has been an increased interest in the role of emotional intelligence in both the academic success of students and their adjustment in school.

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Chapter-31

Autonomy of Teachers and Learners-Concept and Barriers

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ABSTRACT

“Give me a fish and I eat for a day. Teach me to fish and I eat for a lifetime.” This proverb taken from Chinese culture is associated with learner autonomy. Once learning used to be the matter of receiving the body of knowledge which could then be used for the rest of life. But such view has been nonsense in this fast-paced world. Therefore, the learners should be provided with the skills necessary for the lifelong pursuit for knowledge. This article begins with the general concept of autonomy and goes on to consider different aspects of autonomy. It insists that learner autonomy does work in any culture provided that the teacher also has autonomy to some extent and curriculum is designed accordingly. While it highlights that total autonomy is neither feasible nor desirable in formal learning contexts, it argues that learner autonomy is necessary for making someone lifelong learner.

INTRODUCTION

Autonomy is a part of the broader aim of education. However, there is unlikely to be total autonomy for learners, for formal learning contexts are never free from constraints. Freedom must be exercised within certain necessary constraints. Learner autonomy is, therefore, better understood as reactive autonomy where learners can work on their own within given direction. In this regard, Holliday (2007) says, “The issue of autonomy has often been connected with the individualism and collectivism dimension in cultural difference”.

TEACHER AUTONOMY

When we talk about a learner, a teacher almost automatically comes there. Then while talking about learner autonomy, there arises a question: Should a teacher be also autonomous to promote learner autonomy? Some scholars do believe that teacher autonomy and learner autonomy should go side by side. If the teacher is not in the position to make independent pedagogical choices, how can he or she enable the learners to do so?

Emphasizing the role of teacher autonomy along with learner autonomy, Vieira (2001) writes: The notion of autonomy should refer both to the learner and the teacher, not just to the learner as is often the case. We have perhaps spent too much time thinking about learners and learning processes, and too little time thinking about teachers and teaching processes.

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Moreover, in the history of the autonomy field, teachers have systematically been kept backstage, that is, they have not taken a central role in research and pedagogical developments. No wonder then that their interests have been overlooked. This truly reflects the scenario that learner autonomy without teacher autonomy leads us to nowhere, for teaching process and learning process go side by side. Vieira doubts that “our efforts to promote pedagogy for autonomy in school will have any sustainable effects unless we put teachers centre-stage.”

Her reason for putting the teacher in the centre stage is that “unless teachers are free to make pedagogical choices that favor learner autonomy, there is no way that pedagogy for autonomy can flourish in school.” She has forwarded four major assumptions for the need of teacher autonomy:

1. *Pedagogy for autonomy is an ideological choice and re(ide) alistic activity;*
2. *Teacher and learner autonomy are interconnected;*
3. *Teachers are constrained agents of change;*
4. *Teacher development needs to be self directed, inquiry-oriented, experience-based, collaborative, and locally relevant.*

Little (1995) agrees with Vieira since he believes that “teacher autonomy to be prerequisite to learner autonomy”. Stevens (2007) also highlights the importance of teacher autonomy by saying, “the teachers who explore and exploit the many opportunities for interaction with peers in online environment are much more likely to adapt the techniques they themselves use for professional development in their classes and thereby MODEL these practices for students”. He further says that “teachers who practice autonomy in their own professional development increase the likelihood of producing potentially autonomous and lifelong learners”. The most important thing, however, is that a teacher lacking the experience of autonomy can talk about the autonomy but is unlikely to promote learner autonomy. Richards and Rodgers (2002) highlight the importance firsthand experience when they quote Clark and Peterson (1986): The most resilient or core teachers’ beliefs are formed on the basis of teachers’ own schooling as young students while observing teachers who taught them. Subsequent teacher education appears not to disturb these early beliefs, not least, perhaps, because it rarely addresses them.

LEARNER AUTONOMY AND RESPONSIBILITY OF THE TEACHER

Learner autonomy is generally defined as the ability of the learners to take charge of their own learning. If so, what is the role of the teacher then? Can learners take charge of their own learning even without the teacher? Is the teacher totally free from the responsibility?

Such questions need to be answered. In this regard, little puts forward three basic pedagogical principles:

- Learner involvement,
- Learner reflection, and
- Appropriate target language use for the development of learner autonomy.

He has identified the roles and responsibilities of the teacher in such a situation.

According to him the teacher should

- Use the target language as the preferred medium of the classroom communication and require the same of her learners;
- Involve her learners in a nonstop quest for good learning activities, which are shared, discussed analyzed and evaluated with the whole class- in the target language, to begin with very simple terms;

- help the learners to set their own learning targets and choose their own learning activities subjecting them to discussion, analysis and evaluation- again in the target language;
- require her learners to identify individual learning goals but pursue them through collaborative work in small groups;
- require her learners to keep written records of their learning- plans of lessons and projects, lists of useful vocabulary, whatever texts they themselves produce;
- engage her learners in regular evaluation of their progress as individual learners and as a class in the target language.

This shows that a teacher is not free in an autonomous class rather he or she has a lot of responsibilities.

Little (1995) argues that learner autonomy does not mean the lack of any responsibility for the teacher. Teachers, who are taking learner autonomy too literally, according to him, tend to “tell their learners that it is now up to them to be responsible for their learning and withdrawing a corner of the classroom in order to manage the resources that will magically facilitate the 30 or more individual learning processes. When nothing happens, teachers usually conclude that learner autonomy does not work”.

This highlights the misconception of teachers about their role in the class where the learners are supposed to work autonomously. He further writes “in the promotion of learner autonomy teacher’s task is to bring learners to the point where they accept the equal responsibility”. Teachers cannot promote learner autonomy if they are unaware of it. Therefore to promote learner autonomy according to little, “We must provide the trainee teachers with skills to develop autonomy in the learners who will be given into their charge but we must also give them the first hand experience of learner autonomy in their training”. This practical portion i.e. ‘giving firsthand experience’ is lacking in our teacher education or training system. Due to this there exists a wide gap between theory and practice. In this regard teacher education or training has been like teaching swimming out of water. Talking about the importance of learner autonomy and promoting learner autonomy are two different things. So teacher education or training should provide them with such learning experience. We should practice what we preach.

The introduction of autonomy leads to very definite changes in teacher/learner roles. The most important change is that the focus is moved from teaching to learning. It is no longer the teacher who has all responsibility for evaluation of unsatisfactory work. In the autonomous class teacher and learners are on the same side, exploring the world together. From the above discussion we can come to the conclusion that learner autonomy does not free the teachers from their responsibility rather it brings change in their roles from authority figure to facilitator, counselor, and prompter. It is the responsibility of teachers to create conditions for learners where they can work on their own. No doubt their works need to be monitored. Teachers need to encourage the students to reflect on their progress and to self-evaluate their work. They also need teacher’s feedback; they need teacher’s support and scaffolding. Therefore learner autonomy demands the teacher to be more responsible, more planned, and more innovative than he or she is in a traditional class.

LEARNER AUTONOMY AND CURRICULUM

Curricula are concerned with making general statements about language learning, learning purpose and experience, evaluation and role and relationship of learners and teachers. The language courses which aim to promote learner autonomy should incorporate means of transferring responsibility for aspects of the learning process (setting goals, selecting learning strategies, and evaluating progress) from the teachers to the learners. Learner autonomy does not free teachers from their responsibility.

They should be more responsible to promote autonomy in learners. Since teacher autonomy and learner autonomy are closely related, the teacher should also be provided with the opportunity to practice autonomy within the given direction. Teacher education or training should provide teachers with the opportunity to have firsthand experience of autonomy. A teacher who practices autonomy in his/her professional development can better promote learner autonomy.

According to Cotterall (2000) the curriculum which tends to promote learner autonomy should follow the following principles:

- The course reflects learners' goal in its language, tasks, and strategies;
- Course tasks are explicitly linked to simplified model of the language learning process;
- Course either replicates the real world communicative tasks or provides rehearsal for such tasks;
- The course incorporates discussion and practice with strategies known to facilitate task performance;
- The course promotes reflection on learning (learners being aware of their own learning).
- It will be easier to promote learner autonomy if above principles are considered in designing a language curriculum.

ACTIVITIES FOR PROMOTING LEARNER AUTONOMY

Different activities that provide learners with the opportunity to work independently can be used to promote learner autonomy.

- **Thinking about learning:** Learners are provided with the list of 'can do' statements in terms of which they think about their learning. Some examples of 'can do' statements are given below:
 - I can use 'can' to express ability.
 - I can use 'present perfect tense' to describe experience;
 - I can use 'used to' describe past habits, etc.
 - Students can also be asked to complete the statements like the following about their learning during the last week:
 - The things that I enjoyed most in last week lesson was/were....
 - The things that I learnt last week that I did not know before was/were....
 - The thing that I could not understand despite my efforts was/were....

These activities help the learners to reflect on their own learning. Reflection makes their learning long lasting since they are likely to memorize the things they have learned.

Learners to take notes also help them to be independent learners. Rather than providing the learners with the notes teachers should provide them with various ways of taking notes (spider gram, point by point, spaghetti, etc.). Once they are familiar with different ways of taking notes they can use these skills independently while reading or attending a lecture. Taking over Gradually, learners can take over the responsibility for their own learning. Such activities include asking students to use a dictionary which helps them to learn meaning of new words independently, and asking learners to develop their own questionnaire for a survey they want to carry out. Such activities provide learners with a sense of achievement as well as they boost their confidence.

- **Learning journals:** Learning journals help learners to be autonomous. They also develop learners' writing skills, help express their feelings, help the teacher to better understand their learners, provide an opportunity for learners to think both about what they are learning

and how they are learning. They enhance their memory of the things they have learned. Learners might be asked to describe their reaction to a lesson or can be asked to write about anything of their interest. Teachers need to provide feedback on students' writings. Along with providing autonomy journal writing promotes provides them with writing practice as well.

- **Forcing agency:** Some learners do not just want to take responsibility for their own learning. They feel secure when teachers provide them with the solution to their all problems. Activities like the story circle writing and jigsaw reading activity make learning more structured for students and help them students to contribute something somewhat independently.
- **The self-access centers (SAC):** Self-access centers are the centers where learners can choose reading materials according to their own interests. They can visit such centers on regular basis or in their own spare time.

The above discussion sheds light on the fact that teachers should be provided with the opportunity to experience autonomy while undergoing through teacher education or training if we want them to promote learner autonomy. At the same time they should also be provided with the opportunity to make pedagogical choices that fit their learners though the total autonomy is not to be expected. From the above discussion we can conclude that learner autonomy and teacher autonomy are closely related. The dream of learner autonomy is unlikely to come true in the absence of teacher autonomy. Since learner autonomy promotes lifelong learning, the broader aim of education, we should promote learner autonomy. Learner autonomy works in any culture, though the so-called individualistic cultures may be more supportive to this. We should start from the perspective that all the learners have the power and right to learn autonomously. What should be borne in mind is that successful learners tend to be autonomous. It should also be remembered that total autonomy is neither possible nor desirable, for no one is totally free from the external limitations and restrictions. Teachers always are in constraints. To provide autonomy to the learners teachers should themselves be provided with a certain level of autonomy in the selection of methodology, content, and so on.

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Chapter-32

Cooperative Learning

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ABSTRACT

Teaching practices that provide opportunities to students to learn together in small groups are known as Cooperative Learning. Cooperative Learning is children learning together in groups, which are structured so that group members have to cooperate to succeed. Students work together to learn and are responsible for their team-mates' learning as well as their own. Today, many teachers in Cambodia are reconsidering traditional practices that emphasized competition over cooperation in the classroom. Teachers are rethinking whether it makes sense to encourage students to work by themselves, often hiding what they know from other students in order to prevent cheating. They are discovering that cooperative learning allows more students to be actively engaged in learning.

Classrooms are very social places but often when teachers think about learning the focus is on individual learning and the social aspects are often viewed as a distraction and/or a nuisance. If, however teachers are able to make positive use of this social aspect and the social arrangement of the classroom then more learning would take place. Cooperative Learning improves students' communication skills and enhances their ability to be successful in the world of work and to live in the society.

Effective cooperative learning is dependent on the sort of talk, which takes place in the group between students. Talking about a question helps create meaning and understanding; humans make meaning about things through talk. Studies have shown that by having to explain answers to problems to a peer that the act of having to clarify and communicate actually enhances the students understanding. In these conversations it is the process of discussion that is important not whether the answers are right or wrong.

During cooperative learning activities, each member of a team is responsible not only for learning what is taught but also for helping team-mates learn, thus creating an atmosphere of achievement. Students work through the assignment until all group members successfully understand and complete it. In cooperative learning students will:

Gain from each other's efforts. Your success benefits me and my success benefits you. Understand that all group members share in the outcome. We all sink or swim together.

Know that how well you do is the result of both individual and team performance. We cannot do it without you. Feel proud and jointly celebrate when a group member is recognized for achievement. We all congratulate you on your accomplishment!

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THE PURPOSE OF COOPERATIVE LEARNING

Four Reasons Why Cooperative Learning Is Recommended

The best place to start in trying to use Co-operative Learning effectively is to first understand the purposes of such a methodology. There are basically four main reasons why Cooperative Learning is to be recommended:

1. *More children actively learning*

Co-operative Learning helps to actively engage more children in learning than do teacher centered or lecture-oriented methodologies. In using the latter, it is usually only possible to actively engage at most one or two students in active learning at the same time. By using more cooperative methodologies in which students work together in groups, all students are actively engaged on a learning task. Students become more active participants in their own learning, as opposed to passive recipients of knowledge who only listen, observe and take notes.

2. *Children learn to help one another*

Co-operative Learning encourages students to support their classmates in a group rather than to compete against one another. In this way, students can combine their talents and help one another.

3. *Child-to-child learning support*

Co-operative Learning provides the opportunity for higher-achieving students to help students who are slower learners. These higher achieving students can probably communicate more easily with their peers than can the teacher. The help of these students also increases the amount of explanation that occurs in the classroom overall.

4. *Improved motivation through success*

Co-operative Learning helps to improve the motivation of many students by offering the opportunity to more students to experience the joy of winning (in the case of cooperative activities that require games) and academic success. In classrooms where students are only allowed to compete individually, only the few high achieving students will likely have this experience. In classrooms where the students are divided into cooperative teams, each with its high- and low-achieving students, the opportunity to succeed is more evenly distributed.

ELEMENTS OF COOPERATIVE LEARNING

It is only if the main elements of cooperative learning take place in the lesson that efforts may be expected to be more productive than competitive and individualistic efforts. The main elements of Cooperative Learning are:

Positive Interdependence

Students perceive that they need each other in order to complete the group's task. The key to doing this successfully is to structure the group so that group members clearly get the message that "I can only succeed and do well if the other members in my group also succeed and do well".

Teachers may promote positive interdependence by:

- Establishing mutual goals (learn and make sure that other group members learn),

- Using joint rewards (if all group members achieve above the criteria, each will receive bonus points),
- Providing resources that have to be shared,
- Assigning roles to individuals,
- Strengthening a feeling of “shared identity” (by asking groups to name their group).
- Each group member’s efforts are required and indispensable for group success
- Each group member has a unique contribution to make to the joint effort because of his or her resources and/or role and task responsibilities

Establishing group roles

- Group roles will vary depending on the nature of the task. Some possibilities are:
- Facilitator – leads the discussion and encourages everybody to participate,
- Scribe – takes notes on the group’s discussions,
- Time keeper – makes sure the group completes the task in the time set by the teacher
- Reporter – shares the group’s ideas with the rest of the class using the scribe’s notes
- Illustrator – draws pictures or diagrams needed
- Messenger/collector – relays information with teacher of other groups, and gathers or returns materials.

Collaborative (Social) Skills

The required social skills to make cooperative learning activities successful may not happen naturally. Teachers need to organize lessons so that there are opportunities for the following skills to be developed;

- praising each other, promoting each other’s success
- listening,
- showing patience,
- keeping each other on task
- Orally explaining how to solve problems
- Teaching one’s knowledge to other
- Checking for understanding
- Discussing concepts being learned
- Connecting present with past learning

Processing Group Interaction

In order to improve cooperative learning activities teachers should encourage;

- children to reflect on how well they are working together
- group members to discuss how well they are achieving their goals and maintaining effective working relationships
- group members to describe what actions are helpful and not helpful
- children to make decisions about what behaviors within the group to continue or change

Heterogeneous Grouping (mixing students)

Groups should not remain the same for all activities. Changing the make-up of the group will create increased social skills by placing students in a dynamic environment where they meet new

friends and new situations. Groups can be arranged in a number of ways both randomly or using the following factors in their construction:

- past achievement levels
- diligence levels
- sex
- age
- religion
- ethnicity

Individual Accountability

One of the most commonly heard objections to having students work in groups is that some group members will end up doing all the work and the learning, while others will sit ideally by or be disruptive. This can occur because some students try to avoid working or because others want to do everything. Activities to promote individual accountability and to keep all children involved include:

Each student individually takes a quiz, completes a task, or writes an essay when the material is studied. Group members are called on at random to answer a question. Each group member has a designated role to perform. These roles can rotate. Each member has different responsibilities for completing different parts of a group project. For example, if the group needs to make a presentation on Phnom Penh, one member would write about the history, one member about the geography, one member about the economy, one member about important buildings and landmarks.

HOW COOPERATIVE LEARNING IS USED IN THE CLASSROOM

The following pointers should help the teacher to organize Cooperative Learning activities in the classroom in a way which will contribute to the overall learning environment.

Organizing Groups

- Be sure that the objectives and methods of working together in a group are clear.
- Do not simply put students together in a group and tell them to “work together.”
- Be clear about what is expected from students and how they should organize themselves.
- Be sure that there is a clear **division of labour** in each group. Each student should know clearly what it is that they have to do.
- Try to mix students of different abilities into one group.
- Keep group sizes fewer than eight children. Five to six students in a group is best.
- Move back and forth between large group presentations and small group work several times during the lesson. Teaching in this way will help to maximize the number of students on task at the same time.
- Try to create a feeling of group pride in each student. Such feelings will help to strengthen cooperation in the group and help students to work together better. A feeling of group pride may be achieved by trying to keep the membership of groups stable and/or by allowing students to choose a name for their group such as “Blue Group” or “Lion Group”.
- Make sure that students are held accountable for their own learning.

The Teacher's Role in Co-operative Learning

The teacher plays a crucial role in orchestrating and overseeing that group activities occur as planned. In most cases, the teacher must be sure to establish him or herself as a firm figure in the classroom but not so firm as to dominate the students. There are also some key duties that the teacher must be responsible for. Consider some of the important responsibilities outlined below:

KEY ROLES OF THE TEACHER IN COOPERATIVE LEARNING

- Specify academic objectives
- Specify collaborative skills
- Decide on group size
- Assign students to groups
- Arrange the room
- Plan materials
- Assign roles (reader, recorder, calculator, checker, reporter, materials handler etc.)
- Explain the task (explain procedures, give examples, asks questions to check task is understood by all)
- Test and question individual children (to promote individual accountability)
- Promote inter group co-operation (have groups check with each other and help each other)
- students' behaviour (while students are working, circulate to see whether they understand the assignment and the material, give immediate feedback)
- Praise good use of group skills
- Provide assistance on understanding a task
- Provide assistance on how the group can work together more effectively
- Ask children to reflect on how well they are working together as a group ("process group functioning") by asking children to summarize.

CONCLUSION

During the last 10 years, many studies have been done to assess the effectiveness of Co-operative Learning Methodologies. Almost all of these studies have validated the belief that such methodologies are much more effective in bringing about higher achievement among students than are traditional competitive strategies. Perhaps even more importantly, these studies have found that cooperative learning strategies greatly enhance the motivation of low and middle achieving students. It is also commonly understood that Cooperative Learning strategies not only improve learning achievement but are also very effective in fostering social development and instilling values of cooperation and helping behavior. Thus, this methodology is not only a helpful tool for **cognitive development** but also for **affective competencies** as well.

Many teachers in Cambodia tend to prefer classroom activities, which stress competition among individual students as the chief means through which to motivate them. While these methods may be effective with a small handful of bright students, they often have a devastating effect on the majority of students who are not fast learners. The public nature of competitive rewards and incentives leads to embarrassment and anxiety for children who fail to succeed. When the anxiety and embarrassment are too great, children who know that they are not likely to win no matter how hard they try, eventually drop out of active learning. If teachers are really trying to help all the students in a classroom learn sufficient literacy and numeracy skills, this observation should be of great concern to them.

The competition between groups, which is stressed by Cooperative Learning, has motivational advantages for low and middle achieving students that individual competition does not. By grouping students of different abilities into one team as is recommended in Cooperative Learning, the joy of success can be more evenly distributed to a greater number of students in the classroom.

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Chapter-33

Rubrics as an Educational Innovation

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ABSTRACT

A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both. A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. Of course, rubrics can be used to evaluate, but the operating principle is you match the performance to the description rather than "judge" it. Thus rubrics are as good or bad as the criteria selected and the descriptions of the levels of performance under each. Effective rubrics have appropriate criteria and well-written descriptions of performance.

INTRODUCTION

A rubric is typically an evaluation tool or set of guidelines used to promote the consistent application of learning expectations, learning objectives, or learning standards in the classroom, or to measure their attainment against a consistent set of criteria. In instructional settings, rubrics clearly define academic expectations for students and help to ensure consistency in the evaluation of academic work from student to student, assignment to assignment, or course to course. Rubrics are also used as scoring instruments to determine grades or the degree to which learning standards have been demonstrated or attained by students.

Purpose of rubrics

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. The main purpose of rubrics is to assess performances. For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue.

Creating and using rubrics

For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report. A rubric is a scoring tool that explicitly describes the instructor's performance expectations for an assignment or piece of work. A rubric identifies:

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1. **Criteria:** the aspects of performance (e.g., argument, evidence, clarity) that will be assessed
2. **Descriptors:** the characteristics associated with each dimension (e.g., argument is demonstrable and original, evidence is diverse and compelling)
3. **Performance levels:** a rating scale that identifies students' level of mastery within each criterion

Rubrics can be used to provide feedback to students on diverse types of assignments, from papers, projects, and oral presentations to artistic performances and group projects.

WHY ARE RUBRICS IMPORTANT?

Rubrics are important because they clarify for students the qualities their work should have. This point is often expressed in terms of students understanding the learning target and criteria for success. For this reason, rubrics help teachers teach, they help coordinate instruction and assessment, and they help students learn.

Rubrics help Teachers to Teach

To write or select rubrics, teachers need to focus on the criteria by which learning will be assessed. This focus on what you intend students to learn rather than what you intend to teach actually helps improve instruction. The common approach of “teaching things,” as in “I taught the American Revolution” or “I taught factoring quadratic equations,” is clear on content but not so clear on outcomes. Without clarity on outcomes, it’s hard to know how much of various aspects of the content to teach. Rubrics help with clarity of both content and outcomes.

Really good rubrics help teachers avoid confusing the task or activity with the learning goal, and therefore confusing completion of the task with learning. Rubrics help keep teachers focused on criteria, not tasks.

Rubrics help Coordinate Instruction and Assessment

Most rubrics should be designed for repeated use, over time, on several tasks. Students are given a rubric at the beginning of a unit of instruction or an episode of work. They tackle the work, receive feedback, practice, revise or do another task, continue to practice, and ultimately receive a grade—all using the same rubric as their description of the criteria and the quality levels that will demonstrate learning. This path to learning is much more cohesive than a string of assignments with related but different criteria.

Rubrics help Students Learn

The criteria and performance-level descriptions in rubrics help students understand what the desired performance is and what it looks like. Effective rubrics show students how they will know to what extent their performance passes muster on each criterion of importance, and if used formatively can also show students what their next steps should be to enhance the quality of their performance. This claim is backed by research at all grade levels and in different disciplines.

Advantages and Disadvantages of Different types of Rubrics

Rubrics are usually categorized by two different aspects of their composition. One is whether the rubric treats the criteria one at a time or together. The other is whether the rubric is general and could be used with a family of similar tasks or is task-specific and only applicable to one assessment.

Analytic Rubric

An analytic rubric resembles a grid with the criteria for a student product listed in the leftmost column and with levels of performance listed across the top row often using numbers and/or descriptive tags. The cells within the center of the rubric may be left blank or may contain descriptions of what the specified criteria look like for each level of performance. When scoring with an analytic rubric each of the criteria is scored individually.

Advantages of Analytic Rubrics

- Provide useful feedback on areas of strength and weakness.
- Criterion can be weighted to reflect the relative importance of each dimension.

Disadvantages of Analytic Rubrics

- Takes more time to create and use than a holistic rubric.
- Unless each point for each criterion is well-defined raters may not arrive at the same score.

Holistic Rubrics

A holistic rubric consists of a single scale with all criteria to be included in the evaluation being considered together (e.g., clarity, organization, and mechanics). With a holistic rubric the rater assigns a single score (usually on a 1 to 4 or 1 to 6 point scale) based on an overall judgment of the student work. The rater matches an entire piece of student work to a single description on the scale.

Advantages of Holistic Rubrics

- Emphasis on what the learner is able to demonstrate, rather than what s/he cannot do.
- Saves time by minimizing the number of decisions raters make.
- Can be applied consistently by trained raters increasing reliability.

Disadvantages of Holistic Rubrics

- When student work is at varying levels spanning the criteria points it can be difficult to select the single best description.
- Criteria cannot be weighted.

Developmental Rubrics

Developmental rubrics are a subset of analytic trait rubrics.

The main distinction between developmental rubrics and other analytic trait rubrics is that the purpose of developmental rubrics is not to evaluate an end product or performance. Instead, developmental rubrics are designed to answer the question, “to what extent are students who engage in our programs/services developing this skill/ability/value/etc.?”

Generally, this type of rubric would be based on a theory of development.

Advantages of Developmental Rubrics

- Useful when the goal of evaluation is to determine level of development rather than the quality of a final product.
- Especially when there is no expectation that students should or could fully develop a skill or ability during the course of their education or potentially ever (such as in “Maslow’s Hierarchy of Needs,” there is no expectation people can or will become “self-actualized”).
- Rubric can be based on relevant developmental theory.

Disadvantages of Developmental Rubrics

- Conceptually, this type of rubric is more difficult to design.
- Developing a developmental rubric requires a close tie between assessment criteria and the theory of development.

THE USE OF RUBRICS IN GRADING

Rubrics are grading tools that provide a systematic method of scoring students based on detailed performance standards. Rubrics are most commonly used to grade presentations, papers, portfolios, speeches, and projects where the grading may otherwise be subjective. The primary purpose of the rubric is to standardize the assessment and provide more consistent grading. The rubric also serves as an effective communication tool between the faculty member and the students by outlining expectations in advance. Students will clearly know and understand the standards that are expected for each grading level. Therefore, the rubric is considered a learning tool that enables students to self-evaluate and improve the quality of their work as well as provides them feedback that will be helpful in future assignments. The consistency in expectations and grading, in addition to the student feedback, provides a higher quality academic experience for the student and creates a more positive learning environment. Rubrics are typically created as a grid that describes several levels of quality for each aspect of the assignment that the faculty member plans to evaluate. The levels are often described using terms such as Excellent, Very Good, Good, and Needs Improvement. Often, numerical scores are associated with the quality levels and a total score can then be used to assign to a final grade.

RUBRIC BASICS

- Identify the criteria that will be evaluated. Rubric criteria should be based on the desired learning outcomes and should be measurable.
- Each rubric should only evaluate 3-10 criteria. Be sure the items are separate and clearly defined. Each criterion should focus on different skill set or knowledge area.
- Use 3-5 quality levels to evaluate performance for rubric criteria.
- Decide whether or not to weigh the criteria based on relative importance. Each criterion can be assigned a percentage of the total score if desired.
- Provide specific, meaningful guidelines for evaluation of each rubric criterion. Levels of success and performance should be clearly communicated.
- Create a table or grid that lists each criterion and the performance levels.
- Use clear, concise language throughout.
- Use descriptive language that is action-oriented to make assigning a score easier for each criterion. Be certain that it will be easy to distinguish between performance levels when scoring.
- Share the rubric with students and explain the criteria and the expectations.

CONCLUSION

Rubrics have become popular with teachers as a means of communicating expectations for an assignment, providing focused feedback on works in progress, and grading final products. Although educators tend to define the word “rubric” in slightly different ways, Heidi Andrade’s commonly accepted definition is a document that articulates the expectations for an assignment by listing the criteria, or

what counts, and describing levels of quality from excellent to poor. Rubrics are often used to grade student work but they can serve another, more important, role as well: Rubrics can teach as well as evaluate. When used as part of a formative, student-centered approach to assessment, rubrics have the potential to help students develop understanding and skill, as well as make dependable judgments about the quality of their own work. Students should be able to use rubrics in many of the same ways that teachers use them—to clarify the standards for a quality performance, and to guide ongoing feedback about progress toward those standards.

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Chapter-34

Rubrics: An Educational Innovation

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ABSTRACT

Today the assessment in education is going through a shift from traditional testing of knowledge towards 'assessment for learning' (Dochy, Gijbels, & Segers, 2006). The new assessment culture aims at assessing higher order thinking processes and competences instead of factual knowledge and lower level cognitive skills, which has led to a strong interest in various types of performance assessments. This is due to the belief that open-ended tasks are needed in order to elicit students' higher order thinking.

Performance assessment can be positioned in the far end of the continuum representing allowed openness of student responses, as opposed to multiple-choice assessment, performance assessment deals with 'activities which can be direct models of the reality', and some authors write about authentic assessment and tasks relating to the 'real world'. The notion of reality is not a way of escaping the fact that all learning is a product of the context in which it occurs, but rather to try to better reflect the complexity of the real world and provide more valid data about student competence. As a consequence, performance assessments are designed to capture more elusive aspects of learning by letting the students solve realistic or authentic problems.

When introducing performance assessment, the problem of whether observations of complex behavior can be carried out in a credible and trustworthy manner shows up. This problem is most pressing for high-stakes assessment and institutions using performance assessment for high-stake decisions are thus faced with the challenge of showing that evidence derived from these assessments is both valid and reliable. Classroom assessment aiming to aid student learning is less influenced by this call for high levels of reliability but the assessment still needs to be valid.

Since performance tasks are often assessed with the guidance of scoring rubrics, the effective design, understanding and competent use of rubrics is crucial, no matter if they are used for high-stake or classroom assessments although the primary focus of these two perspectives will differ.

A rubric is a scoring tool that describes the criteria being used to score or grade an assignment. Rubrics divide an assignment into its component parts and provide a detailed description of what constitutes acceptable or unacceptable levels of performance for each of those parts. Rubrics can be used for grading a large variety of assignments and tasks like research papers, book critiques, discussion participation, laboratory reports, portfolios, group work, oral presentations, and more. (Suskie, 2004, **Assessing Student Learning: A Common Sense Guide**) Rubrics are comprised of four basic parts in which the faculty identifies the parameters of the assignment. In its simplest form, the rubric includes a (1) task description (the assignment), (2) a scale of some sort (levels of

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achievement, possibly in the form of grades), (3) the dimensions of the assignment (a breakdown of the skills/knowledge involved in the assignment), and (4) descriptions of what constitutes each level of performance (specific feedback) all set out on a grid.

CRITERIA AND STANDARDS

- Provides faculty and students whose work is being evaluated with detailed descriptions of what is being learned and what is not - using rubrics can help improve communication between the student and faculty.
- Can be used as a teaching tool - students begin to understand what it is they are or are not learning, and are or are not able to demonstrate what they know and can do. When students begin to see what they are not learning, they can take more responsibility for their learning.
- Can make scoring assignments easier and faster.
- Combats accusations that faculty do not know what they are looking for in course assignments.
- Teaches students the standards of the discipline or the standards of the learning and development experience.
- Allows students to help set the standards of their performance for an outcome.
- Allows students to evaluate themselves and their peers.
- Enable markers to form a shared understanding about how grades should be awarded.
- Explicitly communicate to students what is valued in the completion of a task.
- Help to clarify and articulate industry or discipline standards.

Even though rubrics are used most often to evaluate course work like papers, projects, performances, and portfolios, they can also be used to obtain feedback from employers. Rubrics are increasingly being used as assessment tools across K-12 and higher education and in corporate and government settings. We can begin creating a rubric by looking for models that we can adapt to meet our needs.

Rubrics are useful in all three stages of the assessment process.

<p>Before assessment occurs</p>	<p>Rubrics have the dual purposes: for students it unpacks what is required in the assessment task. It provides important cues about the expected elements and approaches. For the marking team, the rubric provides an opportunity to unpack and moderate understandings about criteria and standards before marking commences</p>
<p>During the assessment process</p>	<p>Rubrics provide markers with a detailed framework for consistently judging individual student submissions. They also provide prompts to markers for the provision of systematic feedback on student performance against each criterion</p>
<p>After assessment occurs</p>	<p>Rubrics provide important information to students about the quality of their performance against the specified criteria. Rubrics allow students to diagnose their strengths and weaknesses and where they can improve. They also provide transparency to students about standards, and how grades are derived</p>

ELEMENTS OF A RUBRIC

Typically designed as a grid-type structure, a grading rubric includes criteria, levels of performance, scores, and descriptors which become unique assessment tools for any given assignment.

- **Criteria:** identify the trait, feature or dimension which is to be measured and include a definition and example to clarify the meaning of each trait being assessed. Each assignment or performance will determine the number of criteria to be scored. Criteria are derived from assignments, checklists, grading sheets or colleagues.

Levels of performance

are often labeled as adjectives which describe the performance levels. Levels of performance determine the degree of performance which has been met and will provide for consistent and objective assessment and better feedback to students. These levels tell students what they are expected to do. Levels of performance can be used without descriptors but descriptors help in achieving objectivity. Words used for levels of performance could influence a student's interpretation of performance level (such as superior, moderate, poor or above or below average).

- **Scores:** make up the system of numbers or values used to rate each criterion and often are combined with levels of performance. Begin by asking how many points are needed to adequately describe the range of performance you expect to see in students' work. Consider the range of possible performance level.
- **Descriptors:** are explicit descriptions of the performance and show how the score is derived and what is expected of the students. Descriptors spell out each level (gradation) of performance for each criterion and describe what performance at a particular level looks like. Descriptors describe how well students' work is distinguished from the work of their peers and will help you to distinguish between each student's work. Finally, the same descriptors can be used for different criteria within one rubric. For example, the three level of performance: Excellent, Good, Fair and Poor can be used for the separate criteria of Accuracy, Organization, Punctuation & Grammar, and Spelling. Descriptors should be detailed enough to differentiate between the different level and increase the objectivity of the rater.

TYPES OF RUBRICS

Determining which type of rubric to use depends on what and how you plan to evaluate. There are several types of rubrics including holistic, analytical, general, and task-specific. Each of these will be described below.

Holistic - all criteria are assessed as a single score. Holistic rubrics are good for evaluating overall performance on a task. Because only one score is given, holistic rubrics tend to be easier to score. However, holistic rubrics do not provide detailed information on student performance for each criterion; the levels of performance are treated as a whole.

Use for simple tasks and performances such as reading fluency or response to an essay question.

- Getting a quick snapshot of overall quality or achievement.
- Judging the impact of a product or performance.

Analytical - each criterion is assessed separately, using different descriptive ratings. Each criterion receives a separate score. Analytical rubrics take more time to score but provide more detailed feedback.

- Judging complex performances (involving several significant criteria's)
- Providing more specific information or feedback to students.

Generic—contains criteria that are general across tasks and can be used for similar tasks or performances. Criteria are assessed separately, as in an analytical rubric.

- when students will not all be doing exactly the same task; when students have a choice as to what evidence will be chosen to show competence on a particular skill or product.
- When instructors are trying to judge consistently in different course sections.

Task-specific - assesses a specific task. Unique criteria are assessed separately. However, it may not be possible to account for each and every criterion involved in a particular task which could overlook a student's unique solution.

- It's easier and faster to get consistent scoring.
- In large-scale and "high - stakes" contexts, such as state-level accountability assessments.
- want to know whether students know particular facts, equations, methods, or procedures"

DEVELOPING A GRADING RUBRIC

First, consider using any of a number of existing rubrics available online. Many rubrics can be used "as is." Or, you could modify a rubric by adding or deleting elements or combining others for one that will suit your needs. Finally, you could create a completely customized rubric using specifically designed rubric software or just by creating a table with the rubric elements. The following steps will help you develop a rubric no matter which option you choose.

- **Select a performance/assignment to be assessed:** Begin with a performance or assignment which may be difficult to grade and where you want to reduce subjectivity. Is the performance/assignment an authentic task related to learning goals and/or objectives? Are students replicating meaningful tasks found in the real world? Are you encouraging students to problem solve and apply knowledge? Answer these questions as you begin to develop the criteria for your rubric.
- **List criteria:** Begin by brainstorming a list of all criteria, traits or dimensions associated task. Reduce the list by chunking similar criteria and eliminating others until you produce a range of appropriate criteria. A rubric designed for formative and diagnostic assessments might have more criteria than those rubrics rating summative performances (Dodge, 2001). Keep the list of criteria manageable and reasonable.
- **Write criteria descriptions:** Keep criteria descriptions brief, understandable, and in a logical order for students to follow as they work on the task.
- **Determine level of performance adjectives:** Select words or phrases that will explain what performance looks like at each level, making sure they are discrete enough to show real differences. Levels of performance should match the related criterion.
- **Develop scores:** The scores will determine the ranges of performance in numerical value. Make sure the values make sense in terms of the total points possible: What is the difference between getting 10 points versus 100 points versus 1,000 points? The best and worst performance scores are placed at the ends of the continuum and the other scores are placed appropriately in between. It is suggested to start with fewer levels and to distinguish between works that does not meet the criteria. Also, it is difficult to make fine distinctions using qualitative levels such as never, sometimes, usually or limited acceptance, proficient or NA, poor, fair, good, very good, excellent. How will you make the distinctions?
- **Write the descriptors:** As a student is judged to move up the performance continuum, previous level descriptions are considered achieved in subsequent description levels. Therefore, it is not necessary to include "beginning level" descriptors in the same box where new skills are introduced.
- **Evaluate the rubric:** As with any instructional tool, evaluate the rubric each time it is used to ensure it matches instructional goals and objectives. Be sure students understand each

criterion and how they can use the rubric to their advantage. Consider providing more details about each of the rubric's areas to further clarify these sections to students. Pilot test new rubrics if possible, review the rubric with a colleague, and solicit students' feedback for further refinements.

CONCLUSION

Grading rubrics are effective and efficient tools which allow for objective and consistent assessment of a range of performances, assignments, and activities. Rubrics can help clarify your expectations and will show students how to meet them, making students accountable for their performance in an easy-to-follow format. The feedback that students receive through a grading rubric can help them improve their performance on revised or subsequent work. Rubrics can help to rationalize grades when students ask about your method of assessment. Rubrics also allow for consistency in grading for those who team teach the same course, for TAs assigned to the task of grading, and serve as good documentation for accreditation purposes. Several online sources exist which can be used in the creation of customized grading rubrics.

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Chapter-35

Developing Emotional Intelligence

Dr. Manminder Kaur*

“Without the guidance of emotions, reasoning has neither principal nor power.”

Robert K. Cooper, 1996

ABSTRACT

Feelings play a central role in the leadership process. More specifically, it is proposed that emotional intelligence, the ability to understand and manage moods and emotions in the self and others, contributes to effective leadership in organizations. Four major aspects of emotional intelligence, the appraisal and expression of emotion, the use of emotion to enhance cognitive processes and decision making, knowledge about emotions and management of emotions are described.

WHAT IS EMOTIONAL INTELLIGENCE – DIFFERING VIEWPOINTS?

Much has been written in recent years about Emotional Intelligence or EQ. Popularized by the work of Daniel Goleman, EI or EQ has its roots in the work of Peter Salovey and John Mayer from the late 1980s. Salovey’s and Mayer’s original definition of Emotional Intelligence follows:

“...the ability to monitor one’s own and others’ feelings and emotions, to discriminate among them and to use this information to guide one’s thinking and actions.”

Their original framework included three processes within EI:

- Appraisal and expression of emotion,
- Regulation of emotion, and
- Use of emotion.

Daniel Goleman’s (2002) four domain framework differs slightly from Salovey’s and Mayer’s, suggesting the following processes:

- Self-awareness,
- Self-management,
- Social awareness, and
- Relationship management.

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One of the lesser known, but in this author's opinion, more holistic approaches to EI comes from the work of Esther Orioli, author of the "EQ Map", working in collaboration with Robert Cooper.

Their definition of Emotional Intelligence includes the important element of application, as follows: "...the ability to sense, understand, and effectively apply the power and acumen of emotions as a source of human energy, information, trust, creativity, and influence."

It is their systems approach to EI that appeals to those working in the field of leadership development – now that we know it, what do we do with the knowing? The "EQ Map" integrates more than 90 distinct bodies of research on emotional intelligence. Divided into five parts with 20 scales, the "EQ Map" focuses on:

- Current Environment (life pressures and life satisfactions);
- EQ Awareness (emotional self awareness, emotional expression, and emotional awareness of others);
- EQ Competencies (intentionality, creativity, resilience, interpersonal connections, and constructive discontent);
- EQ Values/Beliefs (outlook, compassion, intuition, trust radius, personal power, and integrated self); and
- Life Outcomes (general health, quality of life, relationship quotient, and optimal performance).

The bottom line of EI: when the sometimes ignored dimension of emotion is combined with cognition (heart and head), leadership at all levels soars, awakening intuition, creativity, and enhancing intellectual performance – for individuals, teams, and organizations.

INDIVIDUAL LEADERSHIP

Emotional intelligence tools and processes began in the domain of individual leader development. Increasingly in our complex world, we have come to recognize that the realm of facts, data, and intellect is only one part of a leader's role. Goleman's current work, *Primal Leadership* (2002), suggests that the most effective leader uses a combination of six distinct approaches to leadership, all rooted in EI competencies. The first four styles of those listed below are shown to be the most successful:

1. **Visionary:** articulating where the group is going
2. **Coaching:** developing people through the art of one-on-one
3. **Affiliative:** promoting collaboration and harmony
4. **Democratic:** listening and using empathy
5. **Pacesetting:** doing things better and faster (to be used sparingly)
6. **Controlling:** requiring immediate compliance (to be used in genuine emergencies only)

The good news is that EI can be learned at almost any age. The key to developing emotionally intelligent leaders is to hook into the limbic part of the brain, where our ingrained habits reside. Through motivation, extended practice, and feedback, leadership skills can be improved.

The "EQ Map" includes an innovative process to ensure the crucial practice of repetition occurs, by use of the 21-Day Rule of Behaviour Change Program. Recognizing that changing one's behavior is complex, author Esther Orioli has developed a successful method for making lasting change based on research. Behaviour change, in order to become automatic, must be done daily over a period of twenty-one consecutive days. This model of self-change is a powerful tool for creating optimal health, resiliency, and increased emotional awareness. Individual leaders need to

develop a strong image of their ideal self and understand an accurate picture of their current self. Developing a learning agenda that builds on personal strengths, supported by the practice of new thoughts, behaviours and feelings will help ensure change.

TEAM LEADERSHIP

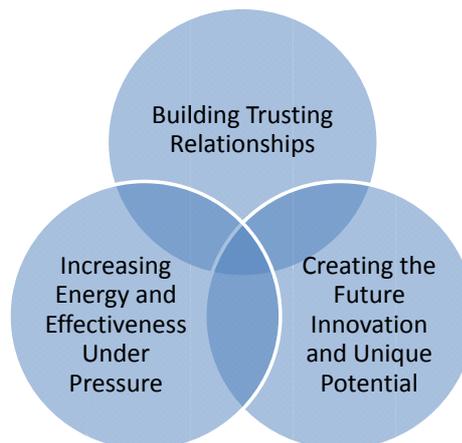
If you've ever returned from a powerful learning event where you were the only one in your organization who attended, you'll know that being a single leader, trying to effect change without team support, is a tough job. We know that groups generally make more creative decisions than do individuals. However, effective groups need to use emotional intelligence in order to soar and become high-performing. Developing a critical mass of team EI is mandatory for successful, sustainable change. Raising a team's awareness of its habitual behaviour patterns, norms, decision-making processes, and communication patterns are all important steps required in order to increase emotional intelligence. Each member of a team must be committed to making individual change in order for the group to change. The openness required for teams to raise their EI is not easy because it requires a different way of operating. It requires honest dialogue about what's working and what's not. It requires discussing some known "un discussable", such as "Joe's" habitual belittling of team members' suggestions during weekly meetings. These conversations are much more challenging than the more frequent discussion of financial results, goal setting and market conditions. And the very act of holding these open discussions begins the development of new habits, increased truth around risk taking, and promotion of new team norms.

“Out-of-control emotions can make smart people stupid.” Goleman, 1998

Organizational Leadership Cooper's and Orioli's work in the field of organizational leadership shows powerful linkages between EQ-related competencies and three driving forces of competitive advantage, namely the ability to:

- Deliver superior products and services,
- Attract and retain the best people, and
- Create opportunities for growth and innovation to take individuals and organizations into the future.

Their model translates the 20 EQ scales into three categories that relate to specific performance capacities:



Organizations that are EQ/EI healthy use different ways to discover their emotional reality, such as awareness, dialogue, appreciative inquiry, and cultural analysis to ensure their norms and underlying belief structures support their espoused values. Developing an organization that is emotionally intelligent is similar to the process used to develop individual and team behaviours: visualizing and developing the ideal, discovering the current state of emotional reality, and closing the gap by creating systems and actions that turn vision into day-to-day reality.

To sum up, leadership development at all levels must include components of Emotional Intelligence development. Ronald Heifetz, director of the leadership program at Harvard's Kennedy School of Government, suggests that learning the most effective way to influence others without having to exercise control over them is one of the principal organizational challenges of the decade – particularly with the adaptive challenges individuals, teams and organizations face today. Long before Emotional Intelligence gained popularity, Mahatma Gandhi captured its essence when he said,

“You must be the change you wish to see in the world.” Leadership starts from within.

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Chapter-36

Role of Teacher in Construction of Knowledge A Paradigm Shift from Teaching to Learning

Ms. Manpreet Kaur* and Ms. Sona Thakur**

ABSTRACT

Teacher is a constructor of knowledge, and no more as a mere transmitter of knowledge. This had important implications for the way the teachers were involved in various constructivist approaches to teaching and learning covering curriculum designing, text-cum work book and other teaching learning materials, experimentation using local materials and situations, classroom architecture and interactions, different evaluation methods. The influence of constructivism and the spread of information and communication technologies (ICT) in classrooms are both expected to change the role of the teacher in the classroom from the expert dispensing knowledge, to the facilitator of student learning, In such a student centred classroom the teacher is expected to understand individual learning styles and appropriate means to scaffold learning while social constructivism emphasises student collaboration and interaction with the learning context. Each new generation inherits the storehouse of culture and knowledge in the society and by integrating it into one's own web of activities and understanding, one can realise its 'fruitfulness'.

INTRODUCTION

In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience). For example, using a text or a set of pictures/visuals on a transport system coupled with discussions will allow young learners to be facilitated to construct the idea of a transport system. Initial construction (mental representation) may be based on the idea of the road transport system, and a child from a remote rural setting may form the idea centered on the bullock cart. Learners construct mental representations (images) of external reality (transport system) through a given set of activities (experiences). The structuring and restructuring of ideas are essential features as the learner's progress in learning.

For instance, the initial idea of a transport system built around road transport will be reconstructed to accommodate other types of transport systems—sea and air—using appropriate activities.

The engagement of learners, through relevant activities, can further facilitate in the construction of mental images of the relationships (cause-effect) between a transport system and human life/economy. However, there is a social aspect in the construction process in the sense that knowledge needed for a complex task can reside in a group situation. In this context, collaborative learning provides room

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for negotiation of meaning, sharing of multiple views and changing the internal representation of the external reality. Construction indicates that each learner individually and socially constructs meaning as he/she learns. Constructing meaning is learning. The constructivist perspective provides strategies for promoting learning by all. The teacher's own role in children's cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged. A sensitive and informed teacher is aware and is able to engage children through well-chosen tasks and questions, so that they are able to realize their developmental potential.

THEORETICAL FRAMEWORK AND KNOWLEDGE

Researchers in cognition and instruction have attempted to analyze talk in classrooms by identifying episodes initiated and controlled by the teacher (Leinhardt & Schwarz, 1997). They found that teachers are very skillful at initiating and controlling presentation, discussion, and summary episodes and those students are generally receptive and adapt their talk to the teacher's goal. However, these studies focus on the skills of the teacher and are therefore only partially relevant here. Mercer's (1995; 1996) approach to identifying different kinds of talk in classrooms, on the other hand, combines a dialogical description of reasoning with a version of Vygotsky's account of individual development: Reasoning is a social process in which personal development results from social, practices. It therefore fits the RBC model of construction of knowledge. Inspired by Mercer's talk categories, we propose the following distinct kinds of classroom dialogues, each referring to a different commitment:

- **Grounding dialogue:** Participants are committed to share common knowledge. The teacher presents a topic, often a new one and checks that students are acquainted with the subject to be treated and have the background knowledge needed to achieve the learning goals such as solving a task to be assigned and constructing new knowledge.
- **Prospective dialogue:** The commitment here is to prepare to learning. The teacher clarifies the problem at stake and the goals to be attained and encourages the students to participate and state an initial point of view. Interventions are not elaborated.
- **Critical dialogue:** Participants are committed to understand and accommodate divergent viewpoints. They elaborate and develop new ideas, raise reasoned arguments, challenge and counterchallenge each other's views. The teacher encourages all students to participate.
- **Reflective dialogue:** The participants are committed to integrate and generalized accepted arguments. They recapitulate actions and draw lessons from their experiences. Talk is often about the process rather than about the results obtained.
- **Lesson delivery dialogue:** Participants are committed to transmission of knowledge.

The teacher presents a prepared lesson with ready-made explanations. Lesson delivery can vary from lecturing through reading from the textbook to presenting a "didactic" lesson in which the teacher asks prepared questions.

Table 1 shows how the above types of dialogue differ according to commitments, goals and methods. The table also gives a summary description of the dialogue types. A more detailed description of would include the specific methods used for conducting each dialogue.

Table 1: Characteristics of main classroom dialogues

<i>Dialogue</i>	Commitment	Methods	Teacher's goals	Students' goals
<i>Grounding</i>	Triggering interest	Describing	Anchor knowledge	Orientation
<i>Prospective</i>	Preparation to learning	Brainstorming Conjecturing	Engage students	Express position

<i>Critical</i>	Understanding Accommodation of divergent viewpoints	Hypothesis testing Elaborating Arguing	Support argumentation and knowledge construction	Share opinions, Persuade
<i>Reflective</i>	Integration Generalization	Recapitulating Evaluating	Elicit conclusions	Draw conclusions
<i>Lesson delivery</i>	Transmission of knowledge	Lecturing	Clarifying	content Grasp

CLASSROOM DISCUSSION

The classroom discussion to be considered occurred during a 10-lesson unit on probability, which includes five activities organized in tasks for small group collaborative work. The activities were designed by the researchers so as to create opportunities for the construction of knowledge.

Content Knowledge (CK) Content knowledge (CK) is teachers' knowledge about the subject matter to be learned or taught. As Shulman(1986) noted, this knowledge would include knowledge of concepts, theories, ideas, organizational frameworks, knowledge of evidence and proof as well as established practices and approaches toward developing such knowledge.

Pedagogical Knowledge (PK) Pedagogical knowledge (PK) is teachers' deep knowledge about the processes and practices or methods of teaching and learning. They encompass, among other things, overall educational purposes, values, and aims. A teacher with deep pedagogical knowledge understands how students construct knowledge and acquire skills and how they develop habits of mind and positive dispositions toward learning. Pedagogical knowledge requires an understanding of cognitive, social, and developmental theories of learning and how they apply to students in the classroom.

Technology Knowledge (TK) Technology knowledge (TK) is always in a state of flux. The definition of TK used in the TPACK framework is close to that of Fluency of Information Technology, as proposed by the Committee of Information Technology Literacy of the National Research Council (NRC, 1999). Fluency of Information Technology, therefore, requires a deeper, more essential understanding and mastery of information technology for information processing, communication, and problem solving than does the traditional definition of computer literacy.

ICT DEVELOPMENT

ICT has to be infused into pedagogy in such a way that its uses can improve learning. The proposed model is derived from international and national studies on ICT development that have identified a series of broad stages that educational system and institutions typically proceed through in the adoption and the use of ICT. These broad stages have been termed as Emerging, Applying, Infusing and Transforming stages of ICT development (UNESCO, 2005). The model is then mapped on the basis of: (a) stages of ICT usage and (b) pedagogical usages of ICT.

UNDERSTANDING HOW AND WHEN TO USE ICT

The next stage is to understand how and when to use ICT tools to achieve a particular purpose, such as in completing a given project. This stage implies the ability to recognize situations where ICT will be helpful, choosing the most appropriate tools for a particular task, and using these tools in combination to solve real problems. This stage is linked with the infusing stage in the ICT development model.

PEDAGOGICAL USAGES OF ICT

Adoption of ICT in the classroom generally proceeds in four broad stages in the way the teachers and learners use ICT as a support to teaching and learning. These four stages give rise to the mapping that have been broadly classified as supporting work performance, enhancing traditional teaching, facilitating learning and creating innovative learning environments, according to the stages of the proposed model.

More than three decades ago, computers and related information technology were introduced to educators for direct teaching and learning purposes. ICT started its journey primarily with productivity tools, proceeded to self-learning courseware and multi-modal instruction, and finally progressed to web-based learning management system.

THE TRADITIONAL VIEW OF THE LEARNING PROCESS

The existing view of the learning process emerged out of the factory model of education at the turn of the 20th century and was highly effective in preparing large numbers of individuals with skills needed for low-skilled positions in industry and agriculture. The UNESCO Information and Communication Technologies in Teacher Education (2002) notes that the traditional educational paradigm is often characterized by the following views of learning:

- Learning is hard
- Learning is based on a deficit model of the student
- Learning is a process of information transfer and reception
- Learning is an individual/solitary process
- Learning is facilitated by breaking content/instruction into small isolated units.
- Learning is a linear process.

NEW PARADIGM OF THE LEARNING PROCESS

The UNESCO Information and Communication Technologies in Teacher Education (2002) notes that in contrast to the traditional teaching-learning paradigm, a new paradigm of the teaching-learning process is emerging based on three decades of research in human learning that encompasses the following views of the human learning process:

- Learning is a natural process.
- Learning is a social process
- Learning is an active and not a passive process
- Learning may either be linear or non-linear
- Learning is integrative and contextualized
- Learning is based on a strength model of student abilities, interest, and culture.
- Learning is assessed through task completion, products, and real problem solving of both individual and group efforts

A DYNAMIC SHIFT

A shift from teacher-centered instruction to learner-centered instruction is needed to enable students to acquire the new 21st century knowledge and skills. The following table (Sandholtz, Ringstaff, and Dwyer, 1997) identifies the shift that will take place in changing from a focus on teaching to a focus on learning. To achieve this, there is need of providing learning experiences to the teachers. These experiences should be situated in an authentic context for teachers, their

school and classroom. It should build on their prior knowledge and provide opportunities for social interaction with colleagues.

CONCLUSION

In order to capitalize on the potential of new technology, and particularly digital technology as a learning tool there is an urgent need of the professional development of teachers.

Professional development that allows teachers to construct professional knowledge about pedagogy, content, and technology, as well as strategies for managing the changing classroom environments brought about with the creation of constructivist learning environments supported by technology. It should begin with investigation of problems supported by technology that are relevant to teachers. Each new generation inherits the storehouse of culture and knowledge in the society and by integrating it into one's own web of activities and understanding, one can realize its 'fruitfulness'.

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Chapter-37

Understanding and Developing Emotional Intelligence

Ms. Meena Rani*

ABSTRACT

Emotional intelligence describes an ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. The theory is enjoying considerable support in the literature and has successful applications in many domains. The intelligence quotient, or IQ, is a score derived from one of several different standardized tests to measure intelligence. It has been used to assess giftedness, and sometimes underpin recruitment. Many have argued that IQ, or conventional intelligence, is too narrow: some people are academically brilliant yet socially and interpersonally inept. And we know that success does not automatically follow those who possess a high IQ rating. But emotional intelligence, often measured as an emotional intelligence quotient, or EQ, is more and more relevant to important work-related outcomes such as individual performance, organizational productivity, and developing people because its principles provide a new way to understand and assess the behaviors, management styles, attitudes, interpersonal skills, and potential of people. It is an increasingly important consideration in human resource planning, job profiling, recruitment interviewing and selection, learning and development, and client relations and customer service, among others.

INTRODUCTION

The intelligence quotient, or IQ, is a score derived from one of several different standardized tests to measure intelligence. It has been used to assess giftedness, and sometimes under pin recruitment. Many have argued that IQ, or conventional intelligence, is too narrow: some people are academically brilliant yet socially and interpersonally inept and we know that success does not automatically follow those who possess high IQ rating. Wider areas of intelligence enable or dictate how successful we are. Toughness, determination, and vision help. But emotional intelligence, often measured as an emotional intelligence quotient, or EQ, is more and more relevant to important work-related outcomes such as individual performance, organizational productivity, and developing people because its principles provide a new way to understand and assess the behaviors, management styles, attitudes, interpersonal skills, and potential of people.

It is an increasingly important consideration in human resource planning, job profiling, recruitment interviewing and selection, learning and development, and client relations and customer service, among others.

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MEANING OF EMOTIONAL INTELLIGENCE

Emotional intelligence describes the ability, capacity, skill, or self-perceived ability to identify, assess, and manage the emotions of one's self, of others, and of groups. People who possess a high degree of emotional intelligence know themselves very well and are also able to sense the emotions of others. They are affable, resilient, and optimistic. Surprisingly, emotional intelligence is a relatively recent behavioral model: it was not until the publication of *Emotional Intelligence: Why It Can Matter More Than IQ* by Daniel Goleman that the term became popular.

Benefits

By developing their emotional intelligence individuals can become more productive and successful at what they do, and help others become more productive and successful too. The process and outcomes of emotional intelligence development also contain many elements known to reduce stress—for individuals and therefore organizations—by moderating conflict; promoting understanding and relationships; and fostering stability, continuity, and harmony. Last but not least, it links strongly with concepts of love and spirituality.

The Model

Individuals have different personalities, wants, needs, and ways of showing their emotions. Navigating through this requires tact and shrewdness—especially if one hopes to succeed in life. This is where emotional intelligence theory helps. In the most generic framework, five domains of emotional intelligence cover together personal (self-awareness, self-regulation, and self-motivation) and social (social awareness and social skills) competences. They are

Self-Awareness

- (i) Emotional awareness: Recognizing one's emotions and their effects.
- (ii) Accurate self-assessment: Knowing one's strengths and limits.
- (iii) Self-confidence: Sureness about one's self-worth and capabilities.

Self-Regulation

- (i) **Self-control:** Managing disruptive emotions and impulses.
- (ii) **Trustworthiness:** Maintaining standards of honesty and integrity.
- (iii) **Conscientiousness:** Taking responsibility for personal performance.
- (iv) **Adaptability:** Flexibility in handling change.
- (v) **Innovativeness:** Being comfortable with and open to novel ideas and new information.

Self-Motivation

- (i) **Achievement drive:** Striving to improve or meet a standard of excellence.
- (ii) **Commitment:** Aligning with the goals of the group or organization.
- (iii) **Initiative:** Readiness to act on opportunities.
- (iv) **Optimism:** Persistence in pursuing goals despite obstacles and setbacks.

Social Awareness

- (i) **Empathy:** Sensing others' feelings and perspective, and taking an active interest in their concerns.

- (ii) **Service orientation:** Anticipating, recognizing, and meeting customers' needs.
- (iii) **Developing others:** Sensing what others need in order to develop, and bolstering their abilities.
- (iv) **Leveraging diversity:** Cultivating opportunities through diverse people.
- (v) **Political awareness:** Reading a group's emotional currents and power relationships.

Social Skills

- (i) **Influence:** Wielding effective tactics for persuasion.
- (ii) **Communication:** Sending clear and convincing messages.
- (iii) **Leadership:** Inspiring and guiding groups and people.
- (iv) **Change catalyst:** Initiating or managing change.
- (v) **Conflict management:** Negotiating and resolving disagreements.
- (vi) **Building bonds:** Nurturing instrumental relationships.
- (vii) **Collaboration and cooperation:** Working with others toward shared goals.
- (viii) **Team capabilities:** Creating group synergy in pursuing collective goals.

In brief, the five domains relate to knowing your emotions; managing your emotions; motivating yourself recognizing and understanding other people's emotions; and managing relationships, i.e., managing the emotions of others.

PROMOTING EMOTIONAL INTELLIGENCE IN THE WORKPLACE

The work conducted in most organizations has changed dramatically in the last 20 years. Of course, there are now fewer levels of management and management styles are less autocratic. But there has also been a decided move toward knowledge and team-based, client-oriented jobs so that individuals generally have more autonomy, even at the lower levels of organizations. Since modern organizations always look to improve performance, they recognize that objective, measurable benefits can be derived from higher emotional intelligence. To name a few, these include increased sales, better recruitment and retention, and more effective leadership. Naturally, the criteria for success at work are changing too. Staff is now judged by new yardsticks: not just by how smart they are, or by their training and expertise, but also by how well they handle themselves and one another. And that is strongly influenced by personal qualities such as perseverance, self-control, and skill in getting along with others. Increasingly, these new yardsticks are being applied to choose who will be hired and who will not, who will be let go and who will be retained, and who will be passed over or promoted. Emotional intelligence may be the (long-sought) missing link that unites conventional "can do" ability determinants of job performance with "will do" dispositional determinants. Modern organizations now offer learning and development that is explicitly labeled as "emotional intelligence" or "emotional competence" training. In support, their leaders create and manage a working environment of flexibility, responsibility, standards, rewards, clarity, and commitment.

Emotional intelligence (EQ) is the ability to tap into your emotions and use them to make your life better. Being in touch with your feelings allows you to manage stress levels and communicate effectively with other people, two skills that enhance your life both personally and professionally. Unlike IQ, which remains constant throughout your life, EQ can be developed and honed over time. See Step 1 to learn how to develop your emotional intelligence using techniques you can try right away.

TAPPING INTO YOUR EMOTIONS

Note your emotional reactions to events throughout the day. It's easy to put your feelings about what you experience throughout the day on the back burner. But taking time to acknowledge how

you feel about experiences is essential to improving your EQ. If you ignore your feelings, you're ignoring important information that has a big effect on your mindset and the way you behave. Start paying more attention to your feelings and connecting them to experiences.

For example, say you're at work and you get cut off during a meeting. What emotions arise when this happens? On the other hand, how do you feel when you get praised for good work? Getting into the practice of naming your emotions as sadness, embarrassment, joy, contentment, or any other number of feelings will start raising your EQ right away.

Get in the habit of tapping into your emotions at certain times every day. What are your first emotions upon waking? Your last before you fall asleep?

PAY ATTENTION TO YOUR BODY

Instead of ignoring the physical manifestations of your emotions, start listening to them. Our minds and bodies are not separate; they affect each other quite deeply. You can raise your EQ by learning how to read physical cues that clue you in to what emotions you're feeling.[2] For example:

- Stress might feel like a knot in your stomach, tight chest, or quick breathing.
- Sadness might feel like waking up with slow, heavy limbs.
- Joy, pleasure or nervousness might feel like butterflies in your stomach, a racing heart or increased energy.

OBSERVE HOW YOUR EMOTIONS AND BEHAVIOR ARE CONNECTED.

When you feel strong emotions, how do you react? Tune into your gut responses to situations you face every day, instead of just reacting without any reflection. The more you understand what spurs your behavioral impulses, the higher your EQ will be, and you'll be able to use what you know to actually change your behavior in the future. Here are some examples of behaviors and what's behind them:

- Feeling embarrassed or insecure might cause you to withdraw from conversation and disconnect.
- Feeling angry might cause you to raise your voice or angrily stomp away.
- Feeling overwhelmed might cause you to panic and lose track of what you were doing, or cry.

AVOID JUDGING YOUR OWN EMOTIONS

All the emotions you have are valid, even the negative ones. If you judge your emotions, you'll inhibit your ability to fully feel, making it more difficult to use your emotions in positive ways. Think of it this way: every emotion you have is a new piece of useful information connected to something that's happening in your world. Without this information, you'd be left in the dark about how to adequately react. That's why the ability to feel your emotions is a form of intelligence.

It's hard at first, but practice letting negative emotions surface and connecting them to what's happening. For example, if you feel bitterly envious, what is that emotion telling you about your situation? Connect your joy or satisfaction to what's happening around you, so you can learn how to feel them more often.

NOTICE PATTERNS IN YOUR EMOTIONAL HISTORY

It's another way to learn as much as you can about your own feelings and how they're connected to your experiences. When you have a strong emotion, ask yourself when you last felt like this. What happened before, during and after?

When you see patterns, you can exert more control over your behavior. Observe how you handled a certain situation before, and how you'd like to handle it next time. Keep a journal of your emotional reactions, or how you feel from day to day, so you can clearly see how you tend to react.

PRACTICE DECIDING HOW TO BEHAVE

You can't help what emotions you feel, but you can connect to something that's happening in your world. Without this information, you'd be left in the dark about how to adequately react. That's why the ability to feel your emotions is a form of intelligence.

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NOTICE PATTERNS IN YOUR EMOTIONAL HISTORY

It's another way to learn as much as you can about your own feelings and how they're connected to your experiences. When you have a strong emotion, ask yourself when you last felt like this. What happened before, during and after?

When you see patterns, you can exert more control over your behavior. Observe how you handled a certain situation before, and how you'd like to handle it next time.

Keep a journal of your emotional reactions, or how you feel from day to day, so you can clearly see how you tend to react.

CONCLUSION

You can't help what emotions you feel, but you can decide how you want to react to them. If you have an issue with lashing out in anger or shutting down when you're hurt, think about how you'd rather react. Instead of letting your emotions overwhelm you, decide how you're going to behave next time your feelings grow strong. When something negative happens in your life, take a moment to feel your emotions. Some people describe it as having a wave of sadness or anger wash over them. Once the initial wave has passed, make a decision about how you want to behave. Decide to communicate your feelings instead of repressing them, or get up and try again instead of throwing in the towel. Don't turn to escapist habits. It's not easy to let bad feelings fully rise to the surface, and many people tamp them down by drinking too much, watching a lot of TV, or turning to other habits that numb the pain. Do this often enough, and your EQ will begin to suffer.

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Chapter-38

Development of Emotional Intelligence and Brain Based Learning

Ms. Meenu Sethi*

ABSTRACT

Brain based learning is based on the concept that the neural connections in the brain change, remap and reorganize themselves when new concepts are learnt, new skills are practiced and new experiences are taken. The brain performs various activities and stores data in various parts of brain. Scientists also determined that when brain works then along with general intelligence emotional intelligence, diet, exercise, and surroundings also put impact on brain based learning. These avenues also involved when learning is occurring at school level. It is the teacher who knows how to work with the entire educational community. Teacher is also a dynamic educational agent who along with his or her colleagues and students families, performs not only tasks of preparing and executing the teaching function, but also of innovation, mediation, research, management, assessment and guidance. So teacher is the central axis of the educational community. Teachers in brain based learning are to incorporate emotional intelligence concept by designing his lessons and by creating classroom environment that help to have good connections to the brains of the students.

INTRODUCTION

Emotional Intelligence is a competency of managing yourself and your relationships with others, making effective teamwork, leading others, and forecasting the future. Each of these displays positive effects in terms of productivity and performance. Training in emotional intelligence is essential for teaching and learning to display organizationally desired emotions.

Like any type of intelligence, emotional intelligence includes both an inherent and a learned component. Education supplies the skills needed to score well on traditional IQ tests. Training programs in emotional intelligence teach adults the skills needed to become more emotionally competent. Teachers and students having sufficient training in emotional intelligence, function more efficiently participate more productively and remain consistent in their actions.

At work and in life, we face key moments that are challenging, distressing, and even painful. Good training in emotional Intelligence helps understand that the reality of the key moment cannot change, but the interior response to it is a personal choice. This enables individuals to focus on the task at hand and make the most productive choices without wasting time blaming, resenting or complaining. As your employees become aware of their own emotions and learn to control them in service of their life goals, your workplace will become not only more pleasant, but more productive.

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You will be able to promote from within more often, cutting training costs.

Components of Emotional Intelligence include:

- **Self-awareness** - knowing your feelings and using them to make good decisions.
- **Self-control** - being able to manage distressing moods well and control impulses
- **Optimism** - being hopeful and motivated when you have setbacks, having goals and working toward them
- **Empathy** - knowing what people around you are feeling (being able to read body language, being able to put oneself in another's shoes)
- **Social skills** - getting along with others, managing emotions in relationships.

Emotional life is a domain that, as surely as math or reading, can be handled with greater or lesser skill, and requires its unique set of competencies. And how adept a person is at those is crucial to understanding why one person thrives in life while another, of equal intellect, dead-ends; emotional aptitude is a meta-ability, determining how well we can use whatever other skills we have, including raw intellect.

Kovalek and Olsen in 1998 suggested a significantly important relationship linking emotion, attention, learning and memory. "One of their key roles (emotions) is to tell the brain what is worth attending to and the "attitude" with which one attends.

Connell in 2005 writes that it is our emotions that decide whether or not it is safe to pay attention and learn in school. In short, students' emotional and safety needs must be met before they can focus on their cognitive needs.

BRAIN BASED LEARNING

- The brain frequently shifts its focus between external events and internal memories and interests.
- Provide elements of novelty and surprise to keep learners engaged.
- Create a climate of 'relaxed alertness', that is, learners should be challenged and supported. Keep the learners living on the edge of their competence, but provide a safety net
- The mind can pay conscious attention to only one train of thought at a time (the Cocktail Party effect)
- Learning takes place when the learner makes connections in his/her brain.
- Give students the opportunity to construct their learning.

EMOTIONAL INTELLIGENCE AND BRAIN BASED LEARNING

Behavioural scientists have come to understand that human behaviour is guided by more abilities than can be measured by a standard IQ test. Most people would agree that "when it comes to shaping out decisions and our actions, feeling counts every bit as much - and often more - than thought" (Goleman, 1997). In an attempt to incorporate the importance of emotions within the concept of human intelligence, acknowledging that "for better or worse, intelligence can come to nothing when the emotions hold sway" scientists began to recognize that "the emotional brain is as involved in reasoning as is the thinking brain.

Children who learn how to master and use their own emotional intelligence:

- display the increased ability to analyze and understand relationships
- better at resolving conflicts and negotiating disagreements
- better at solving problems in relationships
- more democratic in dealing with others
- better at listening to others
- better at handling stress

TEACHING STRATEGIES TO DEVELOP EMOTIONAL INTELLIGENCE IN BRAIN BASED LEARNING

Teaching is an emotional practice which involves emotional relationships, emotional understanding and emotional labour. Teachers have to value emotional bonds with students and educate students as emotional and social beings. The role of a teacher in the school is a vital one. In fact teaching requires high level of emotional intelligence.

- Low emotional intelligence brings a host of negative emotions, these consume a great deal of energy, lower self esteem, leads to absenteeism indifference and are effective block to team work. But teacher with high emotional intelligence use more positive well adapted coping strategies when dealing with different sources of stress at school, and feel greater satisfaction with their work.
- Emotional intelligence is a way of recognizing, understanding and choosing how does one think, feel and act. It shapes interactions with others and our understanding of ourselves. Emotional intelligence defines how and what to learn. It allows to setting priorities, it determines the majority of daily actions, because emotional intelligence is so closely tied to the ways people relate to themselves and others.
- Teaching is the profession that shapes education. It is the essential profession, which makes all other professions possible, well-qualified, caring and committed. Teachers will improve curricula, assessments, safe school and highest standards in the world. Teachers' goal is to provide an atmosphere where flow occurs easily and the students are totally engaged in learning. Here teaching plays a vital role in developing emotional intelligence among students. Professional success mainly depends upon the combination of the two, the intelligence and skills, one possess in our work.
- Teachers need to be innovative in their attitude, flexible in their approach, always refreshing themselves with the day to day development in their subject area. At the same time they should be capable of recognizing the value of human potentials, understanding the diverse needs of learners and provide enriched environment for their growth. In essence, the dream of learning society becomes real only when the teachers are well equipped with moral, professional, emotional, intellectual, and practical and communication skills. Therefore teachers must do extra efforts promote to emotional intelligence among their adolescent students. The teacher has to create emotional atmosphere in the classrooms.
- Emotional maturity means evaluating emotions of one self and others, identifying and expressing feelings, balancing state of mind and heart adaptability and flexibility, appreciating other's point of view, developing others delaying gratification of immediate psychological satisfaction.
- The stress levels can lead to serious health problems. Uncontrolled stress can raise blood pressure, suppress the immune system, increase the risk of heart attack and stroke, contribute to infertility, and speed up the aging process. The concept of emotional intelligence is to learn how to relieve stress.
- Teachers can practice the strategy of communicating more effectively and forging stronger relationships, both at work, classroom and in personal life by the students and themselves.
- Emotional competency that constitutes the capacity to trace fully respond the emotional stimuli elicited by various situations, having high esteem and optimism, communication, tackling emotional upsets such as frustration, conflicts and inferiority complexes, enjoying emotions, doing what succeeds, ability to relate to others, emotional self control, capacity to avoids emotional exhaustion such as stress burnout, learning to avoid negativity of emotional handling egoism.

CONCLUSION

To a great extent, the teachers decide the shape of a student's life. Teachers play a very important role in a student's life. They have the ability to help them to develop socially, emotionally, intellectually. It is very necessary that teachers to be adequately equipped with resources that will make the teacher a perfect role model to the students. The teachers must understand and inculcate the strategies that provide sound emotional base to the personality of their students. The development of general intelligence must be followed by emotional intelligence.

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Chapter-39

Emotional Intelligence

Dr. Monika Verma*

ABSTRACT

‘Emotional Intelligence is the key to both personal and professional success.’

Emotional intelligence skills can be taught to children to give them a better chance to use their genetically given intellectual potential. People without emotional intelligence lack self-restraint and would just do whatever their impulses suggest. They suffer from a moral deficiency. Moreover, those who are insensitive to the emotions in others will not see the need to care for others. Parents and teachers have an equally important role to play in the development of emotional intelligence. Level of emotional intelligence influences the interactions we have with others and it also corresponds directly to the quality of a relationship. Daniel Goleman defined emotional intelligence as, “the ability to know, manage one’s emotions and recognize them in others and to handle one’s relationships.” Therefore, emotional intelligence is the ability of an individual to monitor their own emotions, to monitor the emotions of others, to understand the differences between them, and to use all of this information in order to guide their actions. This is about accurately understanding the emotions of one and others, as well as expressing emotions in a way that is accessible.

INTRODUCTION

Emotional intelligence is the ability to identify and manage your own emotions and the emotions of others. It is generally said to include three skills: emotional awareness; the ability to harness emotions and apply them to tasks like thinking and problem solving; and the ability to manage emotions, which includes regulating our own emotions and cheering up or calming down other people. It can be defined as the ability to monitor one’s own and other people’s emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behavior.

Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics.

It is also about the ability to reason and solve problems based on the emotions we experience. In other words, an emotionally intelligent person is aware of emotions in him/her and others and uses reason to identify, understand, and deal with the emotions effectively. The most agreeable definition of emotional intelligence is that it involves perceiving, understanding, and regulating emotions.

A person with high emotional intelligence has some of the characteristics like: he recognizes both subtle and overt emotions easily in the self and others; uses the emotional information wisely; establishes positive social relationships with others; oid problems and altercations and also tends

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to further harmony and cooperation. Level of emotional intelligence influences the interactions we have with others and it also corresponds directly to the quality of a relationship. Daniel Goleman defined emotional intelligence as, “the ability to know, manage one’s emotions and recognize them in others and to handle one’s relationships.” Therefore, emotional intelligence is the ability of an individual to monitor their own emotions, to monitor the emotions of others, to understand the differences between them, and to use all of this information in order to guide their actions. This is about accurately understanding the emotions of one and others, as well as expressing emotions in a way that is accessible.

COMPONENTS OF EMOTIONAL INTELLIGENCE

According to Daniel Goleman, an American psychologist who helped to popularize EI, there are five main elements of emotional intelligence:

- **Self-awareness.** It is the ability to recognize and understand personal moods and emotions and drives, as well as their effect on others. Self-awareness depends on one’s ability to monitor one’s own emotional state and to correctly identify and name one’s emotions.
- **Self-regulation.** It is the ability to control or redirect disruptive impulses and moods, and the propensity to suspend judgment and to think before acting. It includes trustworthiness and integrity; comfort with ambiguity; and openness to change.
- **Internal motivation.** A passion to work for internal reasons that go beyond money and status -which are external rewards, - such as an inner vision of what is important in life, a joy in doing something, curiosity in learning, a flow that comes with being immersed in an activity and a propensity to pursue goals with energy and persistence.
- **Empathy.** It is the ability to understand the emotional makeup of other people. A skill in treating people according to their emotional reactions. In an educational context, empathy is often thought to include, or lead to, sympathy, which implies concern, or care or a wish to soften negative emotions or experiences in others.
- **Social skills.** It is the proficiency in managing relationships and building networks, and an ability to find common ground and build rapport. Social skills include effectiveness in leading change, persuasiveness, and expertise building and leading teams.

DIMENSIONS OF EMOTIONAL INTELLIGENCE

Emotional intelligence is different from general or common intelligence. It is an essential aspect of learning. The following four dimensions of emotional intelligence can help teachers and administrators to better understand and support student learning.

1. **Understanding:** Understanding is the beginning point of any emotional process and in fact of any endeavor at all. In order for students to be able to focus on their academic work, they have to be able to see where their emotions even are. Often children don’t have the self awareness to know what they’re feeling, and don’t see the drivers of their actions. It takes time and practice to take apart the emotions and to learn to make sense of what one is feeling, particularly during adolescence when emotional lives are especially complex.
2. **Management:** The ability to manage emotions is essential for classroom success, where students must learn how to interact reasonably within the academic environment while focusing on learning. Students with low emotional control react in a negative toward proposed changes, as they are not equipped to deal effectively with emotionally stressful events, like testing or projects. On the other hand, students who are able to effectively manage their

emotions tend to be optimistic and to take the initiative, reframing their understanding of stressful events as exciting. Management of emotions is tied closely to self control, in which a child learns to delay their own gratification in support of their future success. Emotional management is challenging for all of us.

3. **Empathy:** The ability to understand other people's emotions, persuasions, motivation, conflict resolution mechanisms, and reasons for cooperation are probably the skills most essential for success in education and in the life that will come beyond the classroom. Empathy is the understanding of others' emotions and is considered as the key to happiness and to lifelong success. The application of empathy in the educational environment is tremendous. This is particularly applicable for children who come from a disadvantaged background, and need to learn the skill of empathy in order to become emotionally driven toward success. Empathy can be built through the observation of others, then thinking deeply about why people behave and react in the ways that they do, and finally identifying the behaviors that are either helpful or detrimental in challenging situations.
4. **Relationships:** There are so many dimensions to relationships in the school environment. When children develop the skill of empathy, they then need to channel that into positive relationships with other students, with teachers, with administrators, with parents and finally with themselves. Trust is an essential component of healthy relationships, as it allows students to see where they can improve without becoming self-critical or defensive. Trust fosters smooth and productive relationships with teachers and with peers. Relationship building enables schools to boost their performance. The positive reinforcement of an emotionally intelligent environment enhance the school environment, helping students to find not only academic success, but also life success outside of the classroom.

HOW TO DEVELOP EMOTIONAL INTELLIGENCE?

Emotional intelligence skills can be taught to children to give them a better chance to use their genetically given intellectual potential. People without emotional intelligence lack self-restraint and would just do whatever their impulses suggest. They suffer from a moral deficiency. Moreover, those who are insensitive to the emotions in others will not see the need to care for others. Parents and teachers have an equally important role to play in the development of emotional intelligence. Following points could be helpful in this matter:

1. Encourage the child to talk about his feelings and also accept and acknowledge his feelings. The child should be helped to label his feelings and to know what they are feeling when they are feeling it at a particular time.
2. Depending on the child's cognitive development, try to help her/him to develop the ability to correctly perceive feelings both in one and others.
3. Qualities of a good listener should be developed among the children. It has been observed that people having high emotional quotient also have a high score on empathy and it comes from effective listening.
4. Let the children try to learn the integration of thoughts and emotions, heart and mind for the appropriate behavior at the right time. Every feeling has its significance, so don't try to suppress any emotion.
5. If feelings are uncomfortable, they should be helped to avoid them by interrupting or distracting themselves.
6. They should be taught not to judge or edit their feelings too quickly. Try not to dismiss their feelings before they have a chance to think them through. Healthy emotions often rise and

fall in a wave, rising, peaking, and fading naturally. Your aim should be not to cut off the wave before it peaks.

7. Children should be practiced to connect their feelings with their thoughts. When they feel something that strikes them as out of the ordinary, it is always useful to ask, "What do I think about that?" Often times, one of our feelings will contradict others. That's normal. Listening to your feelings is like listening to all the witnesses in a court case. Only by admitting all the evidence will they be able to reach the best verdict.
8. It should be told to them that if you don't know how they're feeling, ask someone else. People seldom realize that others are able to judge how they are feeling. Ask someone who knows you and whom you trust how you are coming across. You may find the answer both surprising and illuminating.
9. Children should be motivated to write thoughts and feelings down. Research has shown that writing down your thoughts and feelings can help profoundly. A simple exercise like this could take only a few hours per week.
10. Children must be known to the fact that there comes a time to stop looking inward; they should be learnt when it's time to shift their focus outward. Studies have shown that encouraging children to dwell upon negative feelings can amplify these feelings. Emotional intelligence involves not only the ability to look within, but also to be present in the world around them.

CONCLUSION

To conclude we can say that emotional intelligence is the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically. Now a day, emotional intelligence is considered more important than general intelligence. A person having high emotional quotient is more successful in every field of life either in education while learning or in their professional life. Emotional intelligence can be cultivated both by parents and teachers. All of us must try our best to keep improving our emotional intelligence as it is a lifelong process.

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Chapter-40

Teaching for Knowledge Construction

Ms. Monika Sharma*

ABSTRACT

Constructivism is a learning theory based on scientific observation and research and explains how people learn. According to the theory, students are not “empty vessels” that need to be “filled.” Rather, students’ existing knowledge serves as an important foundation for new learning. This approach to teaching and learning requires that teachers take the time to get to know students in depth, and to integrate what they learn about students into their instruction. In other words, a constructivist classroom is a student-centered classroom. Just as teachers have to learn how to teach from a constructivist point of view, students must also learn how to be effective learner. This paper describes the constructivist teaching learning process on the way to construction of knowledge. It also pays focus on constructivist teaching methods and the teaching–learning environment of constructivist classroom with the changing roles of students and teachers in the class room.

INTRODUCTION

The field of education has undergone a significant shift in thinking about the nature of human learning and the conditions that best promote the varied dimensions of human learning. Certainly one of the most influential views of learning during the last two decades of the 20th century is the perspective known as constructivism. In the view of constructivists, pupils should no longer be passive recipients of knowledge supplied by teachers and teachers should no longer be purveyors of knowledge and classroom managers. The role of the learner is conceived as one of building and transforming knowledge. For the learner to construct meaning, he must actively strive to make sense of new experiences and in so doing must relate it to what is already known or believed about the topic. Student develop knowledge through an active construction process, not through the passive reception of information. NCF, 2005 favours the role of student as an active constructor of knowledge, teacher’s role as a facilitator, guide and classroom as an atmosphere for active exploration and further states that the teaching and assessment methods should be constructive.

TEACHING FOR KNOWLEDGE CONSTRUCTION

In the constructivist perspective, learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials / activities presented to them (experience). Construction indicates that each learner individually and socially constructs meaning as he/she learns. Constructing meaning is

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learning. The constructivist perspective provides strategies for promoting learning by all. The teacher's own role in children's cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged. A child constructs her/his knowledge while engaged in the process of learning. A sensitive and informed teacher is aware of this and is able to engage children through well-chosen tasks and questions, so that they are able to realize their developmental potential. Active engagement involves enquiry, exploration, questioning, debates, application and reflection, leading to theory building and the creation of ideas/positions.

Constructivist teachers pose questions and problems, and then guide students to help them find their own answers. They use many techniques in the teaching process such as: Prompt students to formulate their own

- Questions (enquiry) Allow multiple interpretations and expressions of
- Learning (multiple intelligences) Encourage group-work and the use of peers as
- Resources (collaborative learning)

Schools must provide opportunities to question, enquire debate, reflect, and arrive at concepts or create new ideas. An element of challenge is critical for the process of active engagement and learning various concepts, skills and positions through the process. What is challenging for a particular age group becomes easy and uninteresting for the other age group, and may be remote and uninteresting at another stage. So often, in the name of 'objectivity', teachers sacrifice flexibility and creativity. Very often teachers, in government as well as private schools, insist that all children must give identical answers to questions. Such arguments make a travesty of the meaning of learning and only serve to convince children and parents that schools are irrationally rigid. We must ask ourselves why we only ask children to give answers to questions. Even the ability to make a set of questions for given answers is a valid test of learning. Learning takes place through interactions with the environment around, nature, things and people, both through actions and through language. The physical activity of moving, exploring and doing things, on one's own with one's peers or in the company of adults, and using language – to read, to express or ask, to listen and to interact – are the key processes through which learning occurs.

Teaching learning process is not only an arrangement of teaching strategies but setting of situations and environment in which learning process is recognized and supported. For this situation to be created for teaching learning, a constructivist classroom has certain characteristics which are as follows:

- **Child Centered classroom.** NCF2005 establishes the need to recognize the child as a natural learner, and knowledge as the outcome of the child's own activity. Students' experiences, their voices and their active participation are valued. Focus is given to what students are learning rather than what the teacher is teaching.
- **Acknowledgement of prior knowledge is valued** - Students' prior knowledge is acknowledged and valued. During teaching learning process students construct meanings that fit with their experiences and expectations. This can lead them to construct meanings different from what was intended by a teacher. As a result students experience a cognitive conflict. In other words, students distinguish between scientific explanation and their "real world" explanations.
- **Students and teachers are interactive in a constructivist classroom.** This is another feature of a constructivist classroom. An interaction between teacher and students creates an environment within which emerging ideas can grow. Collaborative teaching, group discussion, group work and assignment and project work are some of the essential elements of an interactive classroom. Students interact with their peers as well as teacher.

- **'Others' are important in constructivist classroom.** Learning is restructuring the knowledge that students already have. For eg. Students learn science by observing those phenomenon and events and performing experiments and activities and interacting with others. As others are part of students' experiential world, those are important for constructing their knowledge. Interaction with others constraint their thinking; hence they make adaptation in their thinking to make new meaning of the world. Others are part of their experiential world.
- **Negotiation** -Negotiation is compulsory for constructivist teaching. Negotiation is an important element for constructivist classroom. It brings teacher and learner on a common platform. Out of negotiation comes a sense of ownership in students for the work they are doing. Therefore they become committed to learning. Active involvement of students in their own learning as well as in other actions such as doing activities and at the same time maintaining discipline is a vital reality of constructivist classroom.
- **Process Approach is emphasized in constructivist classroom.** Process approach in science is method and techniques of learning science. A context is created within which students are able to explore new ideas and experiences. Students are provided opportunities to perform and participate in various activities and experiments. Thus, from a constructivist perspective, science is not a search for truth. It is a process that assists us to make sense of our world. It is an active, social process of making sense of experiences, as opposed to what we now call "school science". From a constructivist perspective, learning science becomes more like the science that scientists do.
- **Democratic management of the classroom is** - Democratic environment of the classroom facilitate constructive learning. Such environment emphasizes shared responsibility in learning and decision making. Students are directly involved in all the activities of the classroom. Relationship among students and teachers is also democratic and responsive. It stimulates interest in the subject matter and develops a sense of self- achievement in students. Teacher's focus is on students learning rather than on her own performance.
- **Presentation of the curriculum holistically-** Students learn from whole to part in a constructivist classroom. Teacher presents the curriculum holistically in a constructivist classroom, not in parts. She organizes the instructional materials in conceptual clusters, or themes. Instructions in the classroom are provided inter-relating many contents area at once. Emphasis is given on primary facts rather than on a set of disconnected discrete facts.
- **Power in a constructivist classroom is shared.** Empowering students to learn themselves is basic in constructivist philosophy. Teacher makes every effort to develop skills and abilities to become an autonomous learner. Emphasis is given on students thinking rather than on their answers and memorization of facts. Students and teachers work together with concrete objects to investigate the concept of science themselves. It helps them to think critically and gain confidences in problem solving abilities. Learning takes place naturally. It provides students the power to construct their knowledge. Contrary to the popular belief a constructivist classroom is highly organized. In such a classroom control comes from involving the students in responsibilities and not from imposing strict rules. The teacher focuses only on students learning.
- **Assessment is interwoven with teaching learning process.** In a constructivist classroom, assessment of students learning is done in the context of daily teaching. NCF2005 suggests that maintaining a daily diary based on observation helps in continuous and comprehensive evaluation. Assessment is not considered as separate and patchwork, but interwoven in teaching learning process of a constructivist classroom. It is done in totality of learning

experiences. Teacher in a constructivist classroom embraces “alternative assessment” strategies also, in order to truly understand what students are thinking and to identify the steps they have taken to construct meaning out of their learning experiences. Alternative assessment complements the constructivist approach to teaching by providing ongoing assessment of learning and more accurate measure of students’ actual understanding. Displays of attainment and progress by assessment enhance understanding of concepts of science, which can become jumping off points for further enrichment of the students’ learning.

CONCLUSION

The constructivist view of the world gives new status to the learner as the dynamic constructor within the learning activity instead of being the passive respondent to externally determined world of learning. Constructivism provides students to observe and inquire the firsthand information and then an opportunity to reflect upon it. This understanding calls for changes in the process, contexts, and content of teacher education – changes guided by constructivist pedagogy that educate teachers to be learners themselves. Hence constructivism as a teaching theory has important meanings for education of the future generations that focuses on improving students’ comprehensive quality. Educating students to be effective learners is an important priority in establishing environments conducive to effective learning. The curriculum must be such which enable children to find their voices, nurture their curiosity- to do things, to ask questions and to pursue investigations, sharing and integrating their experiences with school knowledge rather than their ability to reproduce textual knowledge. Constructivist epistemology assumes that learners construct their own knowledge on the basis of interaction with their environment. Constructivism focuses on knowledge construction, and not on knowledge reproduction.

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- /Constructivism

Chapter-41

Constructivist Approach to Teaching

Mr. Sandeep*

ABSTRACT

Teacher is the role model for students. All the renowned dignitaries in every field were students at a time. For a child teacher is the main source of knowledge. It is the teacher who arouses in his students a quest for learning, an urge to know the unknown and polishes their sublime innate qualities. The teacher imparts knowledge based on text books and his personal experiences. Students' class-discussion, visual contexts and their own experiences give knowledge a solid platform. They implement this knowledge in a wider area and in his process experience becomes their teacher.

INTRODUCTION

We adopted a constructivist perspective, according to which knowledge is subjective, embodied, and meaning-laden. As humans are intrinsically social and cultural, the knowledge they entertain is relational and inter-subjective.

Learning is a process of the construction of knowledge. Learners actively construct their own knowledge by connecting new ideas to existing ideas on the basis of materials/activities presented to them (experience). For example, using a text or a set of pictures/visuals on a transport system coupled with discussions will allow young learners to be facilitated to construct the idea of a transport system. The relation between teachers and students are asymmetrical and structurally complementary. Because of his/her role as a catalyst of learning, the teacher has to govern the conditions that will open the way for the learners' construction of knowledge and for the resulting changes in their ways of thinking and acting. The teacher's own role in children's cognition could be enhanced if they assume a more active role in relation to the process of knowledge construction in which children are engaged. A child constructs her/his knowledge while engaged in the process of learning. Allowing children to ask questions that require them to relate what they are learning in school to things happening outside, encouraging children to answer in their own words and from their own experiences, rather than simply memorizing and getting answers right in just one way — all these are small but important steps in helping children develop their understanding.

So often, in the name of 'objectivity', teachers sacrifice flexibility and creativity. Very often teachers, in government as well as private schools, insist that all children must give identical answers to questions. The argument given for not accepting other answers is that, "They cannot give answers that are not there in the textbook."

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Sensitive and informed teacher is able to engage children through well-chosen tasks and questions, so that they are able to realize their developmental potential. Active engagement involves enquiry, exploration, questioning, debates, application and reflection, leading to theory building and the creation of ideas/positions. Schools must provide opportunities to question, enquire, debate, reflect, and arrive at concepts or create new ideas.

When students construct their own schema, drawing on their own experience and understanding, supported by their teacher's experience of and understanding about them as learners, they are more likely to learn. Consider, for example, the following facts about bananas. Category: fruit Type: tropical Maturation identifiers: skin can be peeled when ripe; color indicates degrees of ripeness – green is unripe, yellow is ripe, dark brown or black is over ripe; taste indicates degrees of ripeness – starchy and bitter is unripe, sweet is ripe, fermented is over ripe; mushy flesh is over ripe. If we have never seen or tasted a banana it is unlikely that we will care about or understand these banana facts. As a consequence, we would be unlikely to remember them. In reading the facts, though, you will inadvertently have drawn on your experience of bananas. Your experience of ripe, unripe, or overripe bananas informs your schema and it's this schema that helps you remember the facts.

Teacher can motivate the students to take part in various activities to give their own ideas about a particular situation. They can be shown any picture and allowed to give their own perspective about the picture.

The question, 'What should be taught to the young'? Derives from a deeper question, namely, what aims are worth pursuing in education? The answer is a vision of the capabilities and values that every individual must have and a socio-political and cultural vision for society. This is not a single aim, but a set of aims.

CONSTRUCTIVISM

Constructivism is a learning theory based on the idea that new knowledge is “constructed” on top of learners' existing knowledge. According to the theory, students are not “empty vessels” that need to be “filled.” Rather, students' existing knowledge serves as an important foundation for new learning. This approach to teaching and learning requires that teachers take the time to get to know students in depth, and to integrate what they learn about students into their instruction. In other words, a constructivist classroom is a student-centered classroom.

As is the case with many of the current/popular paradigms, you're probably already using the constructivist approach to some degree. Constructivist teachers pose questions and problems, then guide students to help them find their own answers. They use many techniques in the teaching process. For example, they may:

- prompt students to formulate their own questions (inquiry)
- allow multiple interpretations and expressions of learning (multiple intelligences)
- encourage group work and the use of peers as resources (collaborative learning)

There are three major roles for facilitators to support students in constructivist learning environments:

- Modeling
- Coaching
- Scaffolding

Modeling –Modeling is the most commonly used instructional strategy in constructivist learning environments. Two types of modeling exist: behavioural modeling of the overt performance and cognitive modeling of the covert cognitive processes. Behavioural modeling in Constructivist Learning Environments demonstrates how to perform the activities identified in the activity structure. Cognitive modeling articulates the reasoning (reflection-in-action) that learners should use while engaged in the activities.

Coaching – The role of coach is complex and inexact. A good coach motivates learners, analyzes their performance, provides feedback and advice on the performance and how to learn about how to perform, and provokes reflection and articulation of what was learned. Moreover, coaching may be solicited by the learner. Students seeking help might press a “How am I Doing?” button. Or coaching may be unsolicited, when the coach observes the performance and provides encouragement, diagnosis, directions, and feedback. Coaching naturally and necessarily involves responses that are situated in the learner’s task performance

Scaffolding - Scaffolding theory identifies the importance of providing students with enough support in the initial stages of learning a new subject. The idea that students should be active in the learning process is known as constructivism.

HOW CONSTRUCTIVISM APPLIED IN THE CLASSROOM

- Teachers should have lessons where “hands- on” experimentation, problem solving, logical reasoning, and authentic learning are emphasized.
- Teachers should generally behave in an interactive manner mediating the environment for students where student questions are highly valued.
- Assessment of student learning should be interwoven with teaching and occur through teacher observation of students at work and through presentations and portfolios.
- Teachers should seek the student’s point of view in order to understand student learning for use in subsequent lessons.

The teacher’s role in a constructivist classroom isn’t so much to lecture at students but to act as an expert learner who can guide students into adopting cognitive strategies such as self testing, articulating understanding, asking probing questions, and reflection. The role of the teacher in constructivist classrooms is to organize information around big ideas that engage the students’ interest, to assist students in developing new insights, and to connect them with their previous learning.. Becoming a constructivist teacher may prove a difficult transformation, however, since most instructors have been prepared for teaching in the traditional, objectivist manner. It “requires a paradigm shift,” as well as “the willing abandonment of familiar perspectives and practices and the adoption of new ones”While the trainer focuses only on the trainee’s performance, the teacher must be concerned with what goes on in the student’s head. The teacher must listen to the student, interpret what the student does and says, and try to build up “model” of the student’s conceptual structures. This is, of course, a fallible enterprise. But without it, any attempt to change the student’s conceptual structures can be no more than a hit or miss affair. In the endeavor to arrive at a viable model of the student’s thinking, it is of paramount importance to consider that whatever a student does or says in the context of solving a problem is what, at this moment, makes sense to the student. It may seem to make no sense to the teacher, but unless the teacher can elicit an explanation or generate an hypothesis as to how the student has arrived at the answer, the chances of modifying the student’s conceptual structures are minimal

CONCERNS AND LIMITATIONS

The theory of constructivism has been criticized for the idea that there is no one truth because all truths are equally valid. Constructivism has been considered to be somewhat at odds with the concept of the self as it is typically understood in psychology. Traditionally, psychology has focused on the individual, often minimizing the role of context and culture, but constructivism looks at the context in which the self exists and considers the self to be fluid and changing

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Chapter-42

Ensuring Academic Achievement for Quality Assurance through Various Learning Styles

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ABSTRACT

“Education is the most powerful weapon which you can use to change the world.”

Nelson Mandela

Education plays an important role in the progress of an individual's mind and country. People are made aware of what is going on in the world and can understand these issues and take necessary measures, if they are educated. Education tames the astray mind, nurturing its capabilities the same way, training builds a clever dog. Webster defines education as the process of educating or teaching (now that's really useful, isn't it?) 'Educate' is further defined as "to develop the knowledge, skill, or character of..." Thus, from these definitions, we might assume that the purpose of education is to develop the knowledge, skill, or character of students.

The aims of education reflect the current needs and aspirations of a society as well as its lasting values, and the immediate concerns of a community as well as broad human ideals. Locating the term quality in educational discourse is now a universal concern today. Quality is somewhat problematic: like beauty, it lies in the eyes-or rather the mind of the beholder which ensures academic achievement through various learning styles.

Every child follows its own unique way to learn and process information. They learn material in different ways. Some learn by oral repetition, some may learn by writing it out, while others may learn through practical work. Individuals thus differ in the way they learn. Learning style can be described as a set of factors, behaviours and attitudes that facilitate learning for an individual in a given situation. It is the ability of learners to perceive and process information in learning situations. Learning style is the characteristic cognitive, affective, social, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Learning styles can be defined, classified, and identifies in many different ways.

Generally, they are overall patterns that provide direction to learning and teaching. Learning style can also be described as a set of factors, behaviours and attitudes that facilitate learning for an individual in a given situation. Styles influence how students learn, how teacher teach, and how the two interact. Each person is born with certain tendencies toward particular styles, but these biological or inherited characteristics are influenced by quality resources, culture, personal experiences, maturity level and development and ultimately affect the academic achievement.

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Learning style can be considered a 'Contextual' variable or construct because what the learner brings to the learning experiences is a part of the content as well as the important features of the learners experience itself. Each learner has distinct and consistent preferred ways of perceptions, organization and retention. Students learn differently from each other and it has been determined that brain structure influences language structure acquisition. It has also been shown that different hemispheres of the brain contain different perceptions avenues. Some researchers claim that several types of cells present in some brains are not present in others are responsible for different pattern of perception among individuals. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes. While we use all of our senses to take in information, we each seem to have preferences in how we learn best. In order to help all students learn, we need to teach to as many of these preferences as possible (Cuaresma, 2008). When we think about a typical class room situation, it is rare to find all three of these approaches to learning incorporated into a class. While it may seem impossible to do this, it can be done through thoughtful planning and preparation. It does force us to conceptualize the class differently with a focus on the variety of ways in which students learn. The various inventories on learning styles allow teachers to gain insight into which areas they can use further development in and which are already well developed (Cuaresma, 2008). One of the most significant advances in education has come from a considerable amount of research done in the area of learning styles which recognizes that the students in classrooms have variety of different learning profiles. Learning style and academic achievement is influenced by the quality assurance.

QUALITY IMPROVEMENT MEASURES FOR HIGH ACADEMIC ACHIEVEMENT

A number of measures have been taken for quality improvement. These include the development of infrastructure, curriculum, human resources and research and establishment of centers of excellence and interdisciplinary and inter-institutional centres which directly influences the achievement in teaching learning process. The scheme of academic staff colleges was started in 1986-87 to conduct orientation programmes for training new teachers and also refresher courses in various disciplines for in- service teachers to enable them to update their knowledge. For improving academic achievement, a number of regulatory measures have been taken to bring about structural reforms and ensure quality in higher education. UGC has set up a national level institution for quality assessment and accreditation called National Assessment and Accreditation Council (NAAC).

Governance of higher Education is developing in the direction of increasing autonomy and accountability. Various apex bodies and Councils have been established to oversee the quality and maintain standards of respective disciplines. For Example Medical Council of India (MCI) looks after the Medical Education, All India Council for Technical Education (AICTE) for Engineering, Technology and Management Education and National Council for Teacher Education (NCTE) for Teacher Education.

Information and Communication technology is being used extensively by almost all the institutions and agencies in teaching learning process to enhance academic achievement. ICT with its enormous features is capable of increasing efficiency and transparency. Quality is not a big deal if ICT is exploited to its fullest potentialities.

The general learning process and the teacher-student relationship trigger a number of needs (after Păcurari & Vizental, 2000, pp. 120-121) that all learners share, namely: X the need to get informed: the entire learning process is based on the acquisition of information and self improvement. X need to be motivated: the learner should be motivated and stimulated rather than made to learn. To achieve this, the learning materials and activities, the whole learning environment should be interesting and enjoyable and the classroom atmosphere be relaxed. Moreover, the teacher must make his/her students aware of the requirements they must meet in order to efficiently enter the market; X the need to be actively involved in the learning process: with communicative and post-communicative teaching, the learner is viewed as an active participant in the process who controls his/her own learning. Consequently, the learner must be provided with opportunities to locate and process information, to solve problems and make decisions in order to achieve independence. It becomes worth mentioning the fact that the teachers should establish a good group atmosphere from the very beginning. Depending on the human relationships established, the education can be both fun and friendly or hostile and sensing friction and frustration. The teacher must urge the students to express their thoughts and feelings freely and uninhibitedly. A key observation is the relationship teacher-student to be forged and sustained in a particular classroom climate and learning environment. The research has proved the importance of classroom climate and organization (number of classes per week and years of study) under the framework of classroom management in view of assuring the quality of the teaching/learning in Education. Provided teachers foster logical thinking, creativity and imagination of their students throughout their academic achievement, they will succeed in achieving their students' academic achievement.

CONCLUSION

All in all, even if the amount of time dedicated to education may impose limits on what can be accomplished, the key issue is how time is used, whether the teaching methods, didactic resources and learning climate may foster performance. What is more, creating a relaxing/congenial classroom atmosphere, an interactive and motivating/stimulating climate will also contribute to the assurance of academic achievement and quality of the teaching/learning process in education. Likewise, such a learning environment calls for the informal organization of classes and thus teachers must create a climate that may guarantee the pleasure and joy of learning.

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Chapter-43

Education and Values

Ms. Kulwant Kaur*

ABSTRACT

Value education should provide possible solutions o challenges and opportunists presented by the complex, dynamic and global world. There is no magic formula, technique or strategy for this. Value education being a need of the hour in 21st century involves developing sensitivity to values, an ability to choose the right values in accordance with one's concept of the higher ideals of the life and internalizing them, realizing them in one's life and living in accordance with them. Therefore it is a lifelong quest and must be inculcated by the influence of a complex network of environmental factors such as home, parents, peer groups country, media and society at large. Thus value education is always essential to shape one's life and to give him an opportunity of performing himself on the in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. We need the education of the whole man-physical, vital, mental intellectual and spiritual aspects, which would be liberating the life giving and true education. In our culturally plural society, education should be able to foster universal and eternal values oriented towards the unity and integration of our people. The value choices, which must be deliberately chosen not left to chance, must be secular, global, and familial. The accepted values must be embraced, taught, encouraged, and supported internationally, nationally, locally, and personally.

INTRODUCTION

A value system is a set of beliefs that each person keeps in their mind. Values tell a person how to live their life, what actions to take, what sort of people to spend time with and determine many aspects of their life path. A value system is alike a navigation system for a personal life. Young people are especially needful of this navigation. Without a proper system of navigation in place it is easy to take a wrong turn. Fostering the right values can only help to form a proper system of navigation, which has to happen in childhood stage. Fostering values in children is very important for developing their bright future and this process must start from a very early age. It is well known fact that the values learned in childhood remain forever and help one to handle difficult situations easily and systematically.

Values are to be caught from, culture, religion, and literature and from personal examples such as truthfulness, righteous behavior, treating people with humanity, compassion, sacrifice and so on. These are the gems of values one has to possess either by birth or learn from teachers, or acquire by practice. Values are the global-beliefs derived from our cultural tenets that affect

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our attitudes, motivation, needs and perception and also guide and direct our action across a variety of situations. Likewise every society expects us to behave in a socially approved way by fixing such norms, and people those who hold and behave in those norms are, approved by the society.

NEED OF VALUE EDUCATION IN 21ST CENTURY

For the world of 21st century humanists must project the peaceful world in which no man, woman, or child or class of men, women or children should live as servants or as slaves existing simply to fulfill the whims and wishes, desires of others; a world in which no man, woman or child should be used as a tool to satisfy the lust or greed or ambitions of others; a world in which every human life shall be 'wanted, welcomed and esteemed' member of the on human family. This demands the following three objectives to be fulfilled.

- To protect and enhance our natural unity
- To preserve and defend our natural sovereignty
- To advance the cause of social justice.

Value education should provide possible solutions o challenges and opportunists presented by the complex, dynamic and global world. There is no magic formula, technique or strategy for this. Value education being a need of the hour in 21st century involves developing sensitivity to values, an ability to choose the right values in accordance with one's concept of the higher ideals of the life and internalizing them, realizing them in one's life and living in accordance with them. Therefore it is a lifelong quest and must be inculcated by the influence of a complex network of environmental factors such as home, parents, peer groups country, media and society at large. The three human functions head for knowledge, heart for feeling, and hand for action should play a role. Knowledge, idea and concepts that are accepted and acknowledged must be with conviction and commitment blooming for excellence in the three domains such as cognitive, affective, and psychomotor. To achieve and make real this concept of a world of peace for the 21st Century the humanistic values provide the basic essentials.

EDUCATION FOR VALUES

Education in the modern context has come to be dominated by information. What with an explosion of enormous and mind boggling variety of information, the one main concern of the human brain has become the avaricious accumulation, systematic storage and rapid retrieval of mountain loads of information. To this end man has invented giant computers with monstrous memory storage and retrieval mechanism. How cleverly one be can manipulate the huge amount of information has accumulated forms of a major component of modern education, which has become insensitive to cultivation of higher emotions, richer perceptions and deeper sense of values. Education has thus been reduced to a systematic drill by which the human brain is trained to cleverly perform certain tasks at maddening pace and with staggering skill. Education is not mere accumulation of information. We must have life building, man making, and character making assimilation of ideas. We want that education by which character is forward, strength of mind is increased, the intellect is expanded, and by which one can stand on one's own feet.

Education is a methodical effort towards learning basic facts about humanity. And the core idea behind the value education is to cultivate essential values in students so that the civilization that teaches us to manage complexities can be sustained and further developed. Value education is important to help everyone in improving the value system that he/she holds and put them to use.

Once everyone has understood their values in life they can examine and control the various choices they make in their life.

Global Stage. The need for value education among the parents, children, and teachers is constantly increasing as we continue to witness increasing violent activities, behavioral disorder, and lack of unity in the society and value crisis. The growing concern over the erosion of values and pervasive cynicism has brought to focus the need for readjustments. Thus value education is always essential to shape one's life and to give him an opportunity of performing himself on the in the curriculum in order to make education a forceful tool for the cultivation of social and moral values. We need the education of the whole man-physical, vital, mental intellectual and spiritual aspects, which would be liberating the life giving and true education. In our culturally plural society, education should be able to foster universal and eternal values oriented towards the unity and integration of our people. The value choices, which must be deliberately chosen not left to chance, must be secular, global, and familial. The accepted values must be embraced, taught, encouraged, and supported internationally, nationally, locally, and personally.

Devaluation of values writ large in our puerile system of education has already allowed brain-drain and transportation of pupil-potentiality. The reasons are clear enough. Good and value-based educational institutions in our country are few and far between. Mushroom like institutional growth every year does not at all guarantee the nursing of values at least for a national awareness of unity and solidarity. If many schools are extinct, nobody cares. Does anyone feel the absence or loss any school when frustration arising out of devaluation of values in individual, community, societal or national life has become the order of the day? Do we not face the same reality under such trying circumstances of value crisis of valve-crisis as the western countries do in the sordid thought of deschooling? Even then if education becomes fruitful in cultivation of values for national for a few learners, it is then a matter of sheer luck or accident.

A revision of our goals or ends-in-view of our education for values for acceleration of national integration necessitates involvement in the following dimensions:

- A cautious and careful hind-sight for identification, application and restoration of our ancient cultures and traditions even within a narrow regional or local framework might abundantly contribute to national cohesion. It may not be inappropriate to refer to in this connection a consensus of values among villagers by reviving folk cultures, folk traditions and folk functions and festivals.
- Education for values must incorporate education of parents and guardians as the most significant clientele in ensuring better understanding and appreciation of eternal values for national progress. In fact, training of parenthood should precede training of the child as a learner of values and their efflorescence in the society or the nation as a whole. Since education has its beginning with parents prior to the birth of the child-learner, the causes of devaluation of values should be found amongst the former. A wind of change in this direction will also eradicate all value-blanks amongst the teachers, the learners and the parents in close association with every educational institution. Moreover, such a conjoint approach to values through education will not allow national cohesion to be blackmailed with vested interests or disruptive forces.
- The National Policy on Education has laid considerable emphasis on value education by highlighting the need to make education a powerful tool for cultivation of social and moral values. Keeping in view the pluralistic base of our society, the education system besides preserving our cultural heritage has also to nurture our youth to be more adaptable to life in the changing environment. An inter-linking of education and culture has also been emphasized in the Programme of Action for implementation of National Policy on Education.

- The National Council for Educational Research and Training in its publication documents on social, moral and spiritual values in Education (1979) has drawn up 84 values to be inculcated through education. The cultural values need to be identified for standard curricula all over the country.
- New programmes of education for values with global interdependence and planetary perspectives should have their follow ups in national synthesis and national bond of co-operation. Apathy and ignorance, greed and corruption, hatred and selfishness are no alien factors even in the altar of learning.

ROLE OF TEACHER

The teacher has an important role to inculcate values among the children. Time to time various introspective and retrospective measures must be taken to assess the quality of value education at all levels. The grass root level of our objective must be strong enough to fulfill our dreams. Values have been overlooked and finally dropped plunging humanity into chaos and danger. The remedy is to re induct them. This can be done at curriculum planning stage. There is need of value education in teacher education curriculum which involves 'educating the heart as well head'. Learning to live together becomes the most essential pillar of education. It promotes the values (for example: peace, tolerance, human rights, democracy, justice, equality etc.) for teachers, teacher educators, education planners and administrators. The following ways are the few guidelines for the same.

1. Basic human values need to be encouraged in the classroom teaching. Teacher educator should inculcate in the minds of teacher trainees that a child is born with values, a teacher need to uncover them.
2. Teacher educator must be clear about the values that he wishes to emphasize. A set of universal values will emerge that may include: honesty, peace, humility, freedom, cooperation, care, love, unity, respect, tolerance, courage, friendship, patience, quality and thoughtfulness.
3. Values cannot be taught in isolation but the teacher can provide experiences and situations in which students can consider and reflect about values and translate this reflection into action.
4. Teacher educator can involve students in active games in the classroom to inculcate the values of fair play, honesty, courage, cooperation; respect and love are best learnt through interaction with peers having diverse cultural, ethnic and personality traits among teacher trainees.
5. Value education should be a process of developing the spirit of rational enquiry and self discovery.
6. Human values need to be cultured for the sake of the mind and the body in the students.
7. Learning how to focus attention and to actively listen while sitting still are other skills that promote reflective learning and good interpersonal skills.
8. Teacher educators should make teacher trainees need to know human nature. With loving attention and care one can bring out the positive human values in child.
9. In order to create a positive school ethos there must be commitment by the whole staff that value based education is central to the school's mission.
10. Celebrating current good practices is the key to encourage students to develop value based education.
11. Value education is most effective when the teacher act as a role model and ensures that it is at the heart of the school's philosophy. Students observe the enthusiasm, commitment and "the talk and walk" of teachers which creates the impetus that ensures that values lie at the core of the human existence.

12. After the lesson stimulus, whole class discussion allows the value to be explored more deeply. So teacher educators must encourage healthy discussions and also motivate teacher trainees to participate and explore themselves.
13. Maintaining an ethos in the classroom that is positive and all inclusive, with a feeling of equality, will help children gain most from value lessons.
14. Emphasis should be laid on respecting pupils and ensuring that they are not criticized frequently.

CONCLUSION

In nutshell it can be said that Education is a process of all round development of an individual-physical, intellectual, emotional, social, moral and spiritual. The teacher is expected to function not only as facilitator for acquisition of knowledge but also as inculcator of values and transformer of inner being. Ancient Indian Education was value based. Vivekananda has asserted: "Education is not the amount of information put into your brain and runs riot there, undigested all your life. We must have life building, man making, character making assimilation of ideas. The ideal, therefore, is that we must have the whole education of our country spiritual and secular, in our own hands and it must be on national methods as far as practical." Moreover, the moral and spiritual foundations on which we structure our education system alone can mould the personality of the child and future destiny of our country. Inculcation of values in the children, a sense of humanism, a deep concern for the well being of others and the nation can be accomplished only when we instill in the children a deep feeling of commitment of values that would bring back the people pride in work that brings order, security and assured progress.

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Chapter-44

Rubrics – An Innovation in Assessment

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ABSTRACT

Rubrics are innovation in the task of assessment. A rubric creates an objective method of scoring, specific criteria are identified and the students are evaluated only on those criteria. Students can often be involved in the creation of a rubric in order to have a say in what they believe to be the most important aspects of the task. Rubrics can be used as both formative and summative measures of performance. They are often used as a development assessment tool for tracking change or improvement over time. In articulating the same target goals for improvement for everyone being assessed, rubrics provide a framework of consistency in measuring progress by illustrating a common set of definitions across all outcomes. The paper discusses the Rubrics as innovative and indispensable tools in assessment.

INTRODUCTION

Assessment in the field of education is judging the achievements or performances of the students. The term assessment for learning stands for type of assessing the existing potential of a student or learner to ascertain how far is he capable of learning the given task.

In words of Torgerson and Adams (1955) “To evaluate or assess is to ascertain the value of a process or a thing. Thus educational evaluation is passing of judgment on the degree of worth whiteness of teaching process or learning experience.”

In words of Stufflebeam (1971) “assessment is the process of delineating, obtaining and providing useful information for judging decision alternatives.” Number of tools is available for assessment in different domains viz cognitive, co-native and psychomotor domain. Checklists, rating scales, Tests, Interview,

Portfolios are varied techniques used in assessment. Rubrics is one of tool in assessment A rubric is a logical set of criteria for students' work that includes descriptions of level of performance quality on those criteria.

A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc.

The word rubric comes from the Latin word for red. According to Merriam-Webster dictionary the meaning of of rubric is “an authoritative rule” and other meaning as “a guide listing specific criteria for grading or scoring academic papers, projects, or tests.

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A rubric is a scoring tool that explicitly describes the instructor's performance expectations for an assignment or piece of work. **A rubric identifies:**

- **Criteria:** the aspects of performance (e.g., argument, evidence, clarity) that will be assessed
- **Descriptors:** the characteristics associated with each dimension (e.g., argument is demonstrable and original, evidence is diverse and compelling)
- **Performance levels:** a rating scale that identifies students' level of mastery within each criterion

Rubrics can be used to provide feedback to students on diverse types of assignments, from papers, projects, and oral presentations to artistic performances and group projects.

Heidi Goodrich Andrade, a rubrics expert, defines a rubric as "a scoring tool that lists the criteria for a piece of work or 'what counts'.

According to Heidi Goodrich Andrade: Rubrics help students and teachers define "quality." When students use rubrics regularly to judge their own work, they begin to accept more responsibility for the end product. It cuts down on the "am I done yet?" questions.

Rubrics reduce the time teachers spend grading student work and make it easier for teachers to explain to students why they got the grade they did and what they can do to improve.

Parents usually like the rubrics concept once they understand it, and they find rubrics useful when helping with homework. As one teacher says, "They know exactly what their child needs to do to be successful." According to Mcdaneil(1994) Scoring rubric is a set of ordered categories to which a given piece of work can be compared. Scoring rubrics specify the qualities or processes that must be exhibited in order for a performance to be assigned a particular evaluative rating.

The introduction to rubrics leads us to know its requirement.

RUBRICS ARE REQUIRED WHEN

- Re-writing the same comments on several different students' assignments.
- Marking of number of assignments at one time. Commenting on assignments or test becomes increases workload.
- Students ask about the requirements in assignments and answers to tests even when marks have been assigned to them.
- When a teacher wants to tell students and instructor about the marking scheme before assignment submission and test conduction.

Rubrics assess following types of performances

1. **Products-** Physical skills, Use of equipment, Oral communication, Work habits
2. **Processes-** Constructed objects, Written essays, themes, reports, term papers, Other academic products that demonstrate understanding of concepts

TYPES OF RUBRICS

• Holistic rubrics

Single criteria rubrics (one-dimensional) used to assess participants' overall achievement on an activity or item based on predefined achievement levels; Performance descriptions are written in paragraphs and usually in full sentences. Holistic Rubrics benefit in scoring -Scoring is faster than analytic rubrics holistic rubrics. These are good for summative assessment

• Analytic rubrics

Two-dimensional rubrics with levels of achievement as columns and assessment criteria as rows. Allows you to assess participants' achievements based on multiple criteria using a single rubric. We can assign different weights (value) to different criteria and include an overall achievement by totaling the criteria; Written in a table form. Analytic Rubrics gives diagnostic information to teacher. They provide formative feedback to students and are adaptable for Summative assessment.

• General Rubrics

General Rubrics contain criteria that are general across tasks. If the purpose of a given course is to develop a student's oral communication skills, a general scoring rubric may be developed and used to evaluate each of the oral presentations given by that student. This approach would allow the students to use the feedback that they acquired from the last presentation to improve their performance on the next presentation. These type of rubrics can be used across different tasks. These are designed to provide general guidance as to expectations, such as for grading of written assignments

• Task specific Rubrics

A "Task Specific" scoring rubric is designed to evaluate student performances on a single task. These provide specific guidance regarding a specific assignment or task. Specific Rubrics are scoring directions for the teacher/ expert who is grading the work. Task-specific rubrics function as "scoring directions" for the person who is grading the work.

• Parts of Rubric

According to (Hawaii, 2012), the parts of a Rubric are composed of four basic parts. The rubric includes:

1. **A task description.** The outcome being assessed or instructions students received for an assignment.
 2. **The characteristics to be rated (rows).** The skills, knowledge, and/or behavior are to be demonstrated.
 3. **Levels of mastery/scale (columns).** Labels used to describe the levels of mastery should be tactful but clear. Commonly used labels include:
 - Exceeds expectations, meets expectations, near expectations, Below expectations
 - Exemplary, proficient, marginal, unacceptable
 - Mastery, proficient, developing, novice 4, 3, 2, 1
4. The description of each characteristic at each level of mastery/scale (cells).

STEPS FOR CREATING A RUBRIC AS AN ASSESSMENT TOOL

- **Purpose of Rubric** – Check what is to be evaluated/ assessed and why
- **Criteria to be evaluated.** Find out the criteria of rubric directly from the Objectives of the lesson
- **Determine the level of assessment.** In this step teacher must decide on numerical or scoring scales or percentages.
- **Describe each level for each of the criteria,** clearly differentiating between them - For each criteria, differentiate clearly between the levels of expectation.

- ***Involve learners in development and effective use of the Rubric*** – Involving learner in the design of rubric helps students to be aware of what and how they are learning and about their responsibility in learning process.
- ***Pre-test rubric*** – To validate a rubric it is to developed over a period of time and tested and retested for its reliability.

RUBRICS AS AN INDISPENSIBLE TOOL

• **Help student to learn**

Rubrics help students learn about the qualities of work they should do. They help students to understand the learning target and criteria for success. The criteria and performance-level descriptions in rubrics help students understand what the desired performance is and what it looks like. Effective rubrics show students how they will know to what extent their performance passes muster on each criterion of importance, and if used formatively can also show students what their next steps should be to enhance the quality of their performance. This claim is backed by research at all grade levels and in different disciplines.

• **Help Teachers to Teach**

Rubrics help teacher to set the criteria of assessment. Rubrics help with clarity of both. Rubrics help teacher to focus on learning tasks rather than on simply task. These help teachers to differentiate learning goals from the learning activity and differentiate completion of task from task of learning

• **Coordination of instruction and assessment**

Rubrics once made can be used again and again on several tasks. Most rubrics should be designed for repeated use, over time, on several tasks. Students are given a rubric at the beginning of a unit of instruction. They perform, learn, receive feedback, again learn or perform on the basis of same rubric. This criterion of same rubric helps them to be more goals oriented in their learning. Hence instruction and assessment is coordinated.

CONCLUSION

Rubrics give structure to assessment. It helps in matching teachers' observations of a student's work to the descriptions in the rubric preventing the rush to judgment that can occur in classroom evaluation situations. Instead of judging the performance, the rubric describes the performance. The resulting judgment of quality based on a rubric therefore also contains within it a description of performance that can be used for feedback and teaching. Rubrics allow the students to participate in setting the goals for a project and define what is expected from each member of a team or outcome of the project. Rubrics help teacher monitor the student's learning in an authentic way. Hence it is and imperative tool in educational assessment.

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Chapter-45

Autonomy of Teacher and Learner

Ms. Harinder Kaur* and Mr. Parminder Singh**

ABSTRACT

Autonomy may be describes as the ability to charge of one's learning. Autonomy can be thought of in term of a departure from education as social process as well as in term of redistribution of power attending the construction of the knowledge and the roles of the participants in the learning process. New teachers are expected to possess many competences – knowledge of subject matter, flexibility in thinking, positive attitude to self-directed and continuous learning, creativity, and good communication skill, ability to work in team, risk-management and ability to take initiative among others. Earlier learning used to be the matter of receiving the body of knowledge which could be then used for the rest of the life but now-a-days the learner should be provided with the skill necessary for the lifelong pursuit for knowledge. The article begins with the general concept of autonomy and goes on to consider different aspects of autonomy: concept and barriers. While it highlights that total autonomy is neither feasible nor desirable if formal learning context.

INTRODUCTION

The concept of autonomy refers to the professional independence of teacher and learner in educational institute, especially the degree to which they can make autonomous decision what they teach to students and how to teach and how learner has to adopt these. Autonomy is a now a day's new concept in the field of education and been defined by different scholars. Holec (1981 as cited in Schmenk, 2006) was the first person to define the Lerner autonomy as "the ability to take charge of one's own learning". According to him, this ability is to acquire rather than inborn. Taking charge means being able to make regarding all the aspects of language learning. Little (1995) observe that learner's autonomy "aims to equip learners to play an active role in participatory democracy". Benson(2008) agrees with Little when he says, "because the concept of autonomy in learning draws its meaning from the concept of personal autonomy, it is centrally concerned with the kind of learning the best helps people to lead autonomous lives".

Autonomous life refers to individual freedom with the "free choice of goats and relations as essential ingredients of individual well-being"

In this sense autonomy has to do with individual freedom and human rights for making individual choice. It is a matter of life long process rather than a need for a particular situation.

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AUTONOMY AND CULTURE

Education and culture are closely related. Culture can be viewed in different level but whatever the nature of culture it effects education. In the eighteen centaury culture was considered to be a universal phenomenon. The same yardstick was used to measure the culture but now the culture is supposed to be plural concept. Everybody has *a culture* rather than *the culture*. This is the concept of cultural relativism. The same thing can be applied on education as well. The techniques and methods which are applicable in one culture may not be applicable on other culture and therefore learner autonomy is cultural-sensitive as well.

TEACHERS' AUTONOMY

Teachers have been required to play alternative roles in implementation of curricular innovations. They have been viewed as faithful transmitters of curricular ideas introduced into educational institute from outside agencies. Another view recognize the considerable influence teachers have on the implementation of curricular ideas. Yet a third approach to the interaction between teacher and material, using a mutual adaptation perspective assumes teachers to be full partners in the process of curriculum development as “user-developers” and as creative interpreters of curricular guidelines and materials. In various circumstances, teachers are expected to function either as autonomous consumers of ready-made curricular or as a procedure of their own curriculums’. Schwab claims that teachers must be involved in deliberations and decision about what and how to teach.

DIFFERENT USES OF THE TERM ‘TEACHER AUTONOMY’

Since early on, user of the term ‘Teachers Autonomy’ have focused on a different dentitions as is clears from the following examples.

1. Capacity for self-directed professional action: Teacher may be autonomous in the sense of having a strong sense of personal responsibility for their teaching, exercising via continuous reflection and analysis affective and cognitive control of the teaching process.
2. Capacity for self-directed professional development: The autonomous teacher is one who is aware of why, when, where and how pedagogical skill can be acquired in the self-conscious awareness of teaching practice itself.
3. Freedom from control by others over professional action or development: In the United States Teachers Autonomy has been declining for at least a decade. First, uniform staff development programs based on research on effective teaching have become widespread. Second, classroom observation has become an integral part of imposed teacher evaluation.

EDUCATIONAL PROVISION AND THE AUTONOMY OF TEACHERS

Teachers can take decision and ac freely in three areas with a crucial bearing on the nature of their work, these are as under-

- (a) **Curricular content:** as regards the curriculum may be drawn between two approaches depending on the country concerned: in the first, a curriculum set out the content of what should be taught; in the second, the central authorities for education specify aim that should be achieved. The present section will not seek to elaborate on this distinction, or to discuss the considerable discretion in the organization of teaching time which is left to school and teachers in some countries, but to indicate the part the latter are able to play via a curriculum.

- (b) **Teaching methods:** This section consider teachers autonomy in relation to just three aspects of all-important ways and means governing what do 9in the classroom. It discusses how far they free, first, to adopt their own teaching methods, secondly, to decide which school textbook pupils should use and thirdly, to organize them into groups for learning activities. As regards teaching methods, first of all, teachers free to choose their methods they wish.
- (c) **Pupil assignment:** Teachers possess extensive decision-making autonomy in another important area of their activity, namely the assignment of pupils. The three aspects of assignment discussed here are the choice of criteria for internal assessment, the responsibility for deciding whether pupils should repeat a years, and the part played by the devising the content of examination for certified qualification.

LEARNERS' AUTONOMY

Learner autonomy, the term was first coined in 1981 by Henri Holec, the “father” of learner autonomy. Many definitions have since been given to the term, depending on the writer, the context and the level of debate educators have come to. It has been consider as a personal human trait, as a political measure or as an educational move. This is due to the fact that autonomy is seen either as a measure or as an end in education.

For definition autonomy, Dimitrios Thanasoulas quote Holec, who describes it as ‘the ability to change one’s learning’. On a general note, the term autonomy has come to be used in at least five ways:

- For situations in which learner study entirely on their own.
- For a set of skill which can be learned and applied in self-directed learning.
- For an inborn capacity which is suppressed by institutional education.
- For the exercise of learners’ responsibility for their own learning
- For the right of leaner to determine the direction of their own learning.

Learning Strategies

A central research project on learning strategies is the one surveyed in O’Malley and Chamot, According to them, learning strategies are ‘the special thoughts or behaviors that are individual use to help them comprehend, learn, or return new information. To a greater or lesser degree, the strategies and learning styles that are someone adopt ‘may partly reflect personal preference rather than innate endowment’. Some main strategies are briefly discussed here:

1. **Cognitive strategies:** According to O’Malley and Chamot, cognitive strategies ‘operate directly on incoming information, manipulating it in ways that enhance learning’. Learners may use any of these strategies:
 - Repetition, when imitating other speech.
 - Resourcing, having resource to dictionaries and other materials.
 - Translation, which is using their mother tongue as a basis for understanding and/or producing the target language.
 - Note-taking.
 - Deduction, which conscious application of L2 rules.
 - Contextualization, when embedding a word or phrase in a meaningful sequence.
 - Transfer, that is using knowledge acquire in the L1 to remember and understand facts and sequence in the L2.
 - Interfering, when matching an unfamiliar word against available information.
 - Question for clarification, when asking the teacher to explain.

- 2. Metacognitive strategies:** According to Wenden, 'metacognitive knowledge includes all facts learner acquire about their own cognitive processes as they are applied and used to gain knowledge and acquire skill in varied situations'. In a sense, metacognitive strategies are skill used for planning, monitoring, and evaluating the learning activity, "they are strategies about learning rather than learning strategies themselves. Some of these strategies are:
- Directed attention, when deciding in advance to concentrate on general aspects of tasks.
 - Selective attention, playing attention to specific aspects of a task.
 - Self-monitoring, checking one's performance as one speaks.
 - Self-evaluation, appraising one's performance in relation to one's own standard.
 - Self-reinforcement means to reward our self for success.

CONCLUSION

Learner autonomy has become a central theme in teaching and learning. It is part of a wider development in education that aims at preparing young people for life-long learning through the ability to organize and direct their own learning inside and outside at school context. In learning, learner autonomy is particularly significant as learner prepare themselves for communication in international settings. In learning to communicate learners need to acquire skill of independence in intercultural and inter linguistic interaction. In this sense learner are expected to carry the responsibility for their own learning. Teacher acquires a new role in this context. Most teachers have never had opportunity to learn autonomously themselves and will, therefore, find it very difficult to implement it as a methodology in their class room. Despite a shift in the field of learners autonomy towards a consideration of the role of teacher and ways in which learner autonomy is bound up not only with the learners' but also the teachers' own learning and teaching experiences and their beliefs bout autonomy, the interrelationship between the concepts are still largely unclear. This is due in part to the relatively short history of work in the field, which despite the emergence of some consensus in defining the concepts, has revealed ever-increasing levels of complexity as the multifarious nature of the contexts, drivers and manifestations of autonomy, both teacher and learner, becomes even more apparent.

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Chapter-46

Inculcation of Values in Moral and Social Context

Ms. Payal Beri*

ABSTRACT

Values have their significance in providing capability for judgment on issues and problem to individuals and societies in regard to noble and meaningful pursuits. Today Indian society is facing serious crises of values. Values in public life seem to be at cross roads. Hardly any day goes without some news indicative of deterioration of values. The report entitled “Basic National Education” prepared under chairmanship of Dr. Zakir Husain highlighted the need for total transformation of the education system through inculcation of human values. The committee recommended “Replacement of the present system of education by a more constructive and human system, which will be better integrated with the needs and ideals of national life and better able to meet its present demands”. This need cannot be overlooked and it is being increasingly realized that a purely academic education with a knowledge and skill-laden syllabus alone cannot meet the need of our present times. The success in inculcation of value education also depends upon the enthusiasm and commitment of parents, teachers, management, peer group, society, mass media, government and non-government agencies etc.

INTRODUCTION

One of the very oldest educational issues is that of value crisis. As applied to life and conduct it became the problem of how to inculcate values in human action or life. It is closely related to theory of values. Do we desire things because they are valuable or are they valuable because we desire them?

When we were children, our parents told us that some actions were right and some were wrong and that we ‘must not’ do the wrong things and ‘must’ do the right ones. However, we were free to do the wrong thing. If we chose and often did so, then some kinds of punishment were apt to follow. Thus we were introduced to the science of ethics, with its perplexing question about right and wrong, about duty, conscience and moral law. Values are the guiding principle of life which is conducive to all round development. They reflect one’s personal attitudes and judgment, decisions and choices, behaviors and relationships, dreams and vision. They influence our thoughts, feelings and actions.

VALUE EDUCATION

Values are ideals, standards, principles, and a moral code of ethics. Values are the cultural norms of the society in which the individual is brought up. Values influence of guide our behavior both directly and indirectly. The need to cultivate the values of a human and composite culture for integrated development of

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youth through specialized institutions or by refashioning the education system has also been recognized in the NPE(Gol,1986) and Program of Action (Gol,1992). According to these policies “We should remember that discipline without freedom is tyranny; freedom without discipline is chaos.” So what is required is a judicious mix of both. There is need now as always for integration of moral education in the curriculum to create responsible individuals. It is no universally accepted that education is the liberating, enlightening and empowering force. We need such an educational system which creates better human being. The greatness of any nation ultimately depends upon the quality and character of individuals. No system can sustain in the long run if it fails to control the social evil of corruption through legislation and its effective implementation with people support and participation. This is possible only when the people will be educated. Today, we see that several commissions and policymakers have been emphasized the fostering of universal values in our students. Kothari Commission (1964-66), National Policy on Education (NPE, 1986), Program of Action (POA, 1992) have all highlighted the importance of value education. “Education should foster universal and eternal values. Such value education should help eliminate religious fanaticism, violence and superstition.” NPE (1986), Education should promote moral values. It should create in the students the ability of distinguishing the right from the wrong. It is essential that our education system should involve a new positive morality which could effectively be built into the school curriculum.

ROLE OF VALUE EDUCATION IN CONTEMPORARY SOCIETY

Every country develops its own system of education to express and promote its unique socio-cultural identity and also to meet the challenges of the times. Although the country has made rapid progress in various areas like scientific technology, economic infrastructure, etc. but its value system has been declined. Therefore, Education in general and value education in particular occupies a prestigious place in modern context of contemporary society. The problem of value education of the young has assumed increasing prominence in educational discussion during recent times. Parents, teachers and society at large are concerned about values and value education of children. We are witnessing tremendous value crisis throughout the world today, a lackadaisical attitude towards values and its institutions is pervasive in the world today. The re-appearance of barbaric qualities of selfishness, clashes and conflagration give clear indication of the process of degeneration of human society. There is an urgent need for a great effort to revive and reform the values of human life and to rejuvenate the foundation of civilization.

Values are goals set for achievements and they motivate, define and color all our activities cognitive, affective and conative. They are described as the socially defined desires and goals they are internalized through the process of conditioning, learning and socialization. The present education needs moral spiritual and aesthetic values also to be included in it. The culture and traditions can be [preserved and transferred to the next generation by the help of value education only. Value education is much concerned with striving for personal wholeness as well as generating a responsible attitude towards other and an understanding of wrong and right behaviour. The most constructive factor in value education is its purpose which encourages the child to explore the power while offering living guidance and setting appropriate limits to the behaviour. Value education helps in building and strengthening of positive sentiments for people and ideals. It should prepare individuals for active participation in social life and acceptance of social rules. Value education has to be included in various aspects of education. Attention needs to be paid by higher authorities to spread the importance of value education in society.

Mahatma Gandhi stated several times that the following seven deadly sins are committed by ands individual, “ They are wealth without work, pleasure without consciousness, knowledge without consciousness, commerce without morality, science without humanity, religion without sacrifice and politics without principles; each of these perversions reflects lack of values. People with character, integrity

and the right values are not for sale. They know that money will buy amusement but not happiness; a bed, but not sleep; a clock, but not more time; companions but not friends; finery, but not beauty; food, but not appetite; a house but not home; medicine but not health; and a ring but not marriage.”

COMMITTEES AND COMMISSIONS TOWARDS VALUES IN INDIA

- **Shri Prakash Commission** of religious and moral instruction (1959) made a special mention of dignity of labour, love of humanity, patriotism and self-discipline. Moral education should be imparted in all educational institutions.
- **Kothari Commission (1964-66)** felt that a serious defect in the school system is the absence of provision for education in social, moral and spiritual values. A national system of education that is related to life needs and aspirations of the people cannot afford to ignore this purposeful force. He attached great importance to achieve skills through science and technology and also balanced development of human values.
- **National Policy on Education (1986)** felt that the growing concern over the erosion of essential values and an increasing cynicism in society has brought to focus the need for readjustments in the curriculum in order to make the education a forceful tool for the cultivation of moral and social values. NPE (1986) therefore advocated the concept of value education, giving extensive meaning to the term moral education. NPE also tried to raise the levels cognitive, conative and affective domains. Conscious efforts to make change through formal educational system should be done. Knowledge, skills and emotions developed through the curriculum media transforms the right attitudes, interests and liking among students. Afterwards the constituent becomes the integral part of personality and thus creates value-based personality.
- **Programme of Action (POA)** recommended that the framework emphasize value education as an integral part of school curriculum. It highlighted the values drawn from national goals, universal perceptions, ethical considerations and character building. It stressed the role of education in combating obscurantism, religious fanaticism, exploitation and injustice as well as the inculcation of values. The main function of education is to produce citizen with sound character and a healthy personality. Good citizens are the only hope for the progress and prosperity of the country. Inspiring values, ideals, proper moral conduct, life based upon good principles is an essential requisite. The ideals of virtue, goodness, true manliness from the very essence of real dignified living.
- **NCERT Curriculum Framework (2000)** has explicitly mentioned that value education and education about religions would not form a separate subject of study or examination at any stage of the curriculum. These would be so judiciously integrated with all the subjects of study in the scholastic areas and all the activities and programmes in the co-scholastic areas to achieve the objectives.

PROCESS OF VALUE INCULCATION

The following five steps have been identified for inculcation of values through curricular programmes by suitability introducing the elements of values at every step:

1. Making Judgments
2. Awareness of inherent values
3. Believing
4. Action
5. Internalization

WAYS AND MEANS OF INCULCATION OF VALUES

Direct method: in this method value education is taught as a subject like all other subjects. Those thinkers who are in favor of this method are convinced that when value have been eroded from all angles, it will not be possible to inculcate them in an indirect way. It is thus becomes essential that value education be imparted in a direct way.

Indirect method: in this technique values are indirectly linked with the education system. Efforts are made to develop intellectual emotional and physical aspects of the personalities of the students and to go in for the inculcation of higher values through the indirect techniques.

- (i) **Curricular Activities:** All the prescribed textbooks are reservoirs of values. Values are inherently woven in all subjects. Values like free inquiry, scientific temper, commitment to truth etc can be developed in children through teaching of science. In teaching of geography values like appreciation of diversities, inter-dependence of people of various regions etc can be taught. In teaching of mathematics, logical thinking, precision and neatness can be developed. SUPW programmes in schools develop work value and love for manual work.
- (ii) **Co- Curricular Activities:** Values like cooperation, team spirit, fellow feeling, tolerance; democratic living, secularism, etc. are cultivated through proper organization of different co-curricular activities. Games, Sports, NCC, NSS, Red Cross, boy scouts, girl guides. Field trips, study tour, hiking, etc. provide ample opportunity to boys and girls to come nearer to the pursuit of common goals and higher values.

ROLE OF THE TEACHER

The initial requirement for Value Based Education is trained, dedicated and spiritually moved teachers. For this purpose special camps for the students can be organized by the teachers. The teachers can incorporate festivals into teaching/learning process so as to make students become conscious about the significance and morals of the festivals. The complete exercise can be made peaceful, harmonious and motivational, promoting national integration and communal harmony. VALUE BASED EDUCATION does not require only any set of syllabus; but also the whole establishment should be based on Value Based Education. It should be functional through various methods so that everyone can understand it and follow it involuntarily and optimistically. Teachers must be encouraged to put their heads together so that values and morals can be supported in educational practice. Here the principle is that the values upheld by the teachers are to be used advantageously for the students. Teacher should include social and moral value education in his/her teaching. To inculcate social value a teacher should provide knowledge of social norms, traditions, expectations of society and discipline. Also a teacher should inculcate values of altruism, social adjustment, loyalty, good manners, kindness etc. For moral values teacher should provide knowledge about honesty i.e. basis of character, truthfulness, moral stability, good character, reliability, persistence in action, sincerity and other moral values like non-violence, sympathy, self discipline, courage, etc. A teacher should use various methods and ways of teaching to inculcate social and moral values:

- Lecture Method
- Providing religious education
- Providing Moral Ideology
- Role playing
- Silent sitting- that leads to superior concentration, grasping power and improving memory
- Providing assembly programmes
- Social Science programmes etc.

Teachers have to self examined values and morals at every level and see that everything they do in the classroom provides an opportunity for the modeling of values.

ROLE OF PARENTS

Indian tradition gives the highest precedence to the mother, then to the father and then to the teacher. In India, the mother has always been given a position of pre-eminence. Throughout history of mankind, the greatest influence in building of character of a person good or bad has been the mother. Destiny of individual is made or marred by mothers because very often they are the ones who determine the path that their children will take in life. But in general we can say if the parents are offered with opportunity to discuss and debate their own values and morals and also provided with valuable resources to make moral and value education, they will come forward to transform the lives of children, Today's instant culture has five utmost importances to values of power, wealth and success. Parents are the child's first teacher and home is the school where a child learns his basics. The parents must be role-models for their children. Moral and social values are very important in one's life and good acts and habits are the basis of good character, therefore it should be a continuous process from birth to death- "as you sow, so you reap." In fact, training of parenthood should precede training of the child as a learner of values.

ROLE OF GOVERNMENT

After the westernization of education during the British period the traditional values have suffered giving way to the modern values and the conflict between the tradition and modernity that continues even now. After the attainment of independence, the conflict continued between the legacy left by the British and the new democratic values, which the nation has accepted, all the national level institutions like NCERT, NCTE and NIEPA have the mandate to provide academic resource support to the institutions comprising the training network at the state and district levels. Similarly SCERTs also have the mandate to provide academic resource support and serve the school education from pre-primary to senior secondary stages. All these agencies should take special care to inculcate values in teachers and this is automatically reflected in his/her students.

CONCLUSION

Values are indispensable for those who want to live virtuous life in the world. Human behaviour becomes empty and education becomes directionless without values. Swami Vivekananda says, "we want that education by which character is formed, strength of mind is increased, the intellect is expanded and by which one can stand on one's own feet." But education at present is completely divorced by this concept of education. "Education does not begin with learning of alphabet literacy is not the end of education nor even the beginning. It begins with the mother's look and father's nod of approbation." Most obvious of this is whose values we assert to hold. And it depends upon the education system and the parents of the students who inculcate social and moral values in them.

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Chapter-47

Education and Values

Ms. Poonam Bala*

ABSTRACT

Values relate to the aims of human life, for the achievement of the aims, men frame certain notions and these notions are called as 'values'. The idea of value is present in every choice, decision and act of a person. When we choose between two purposes or courses of action, we decide which of them is better and our decision is in favour of that which we consider as better at that time. Education develops a sense of discrimination between good and bad. This discrimination is based on values and these values are tested in school. Education is a part of life and questions about values and education are almost inseparable. This means values are embodied in educational practice. Values influence all aspects of educational process, techniques and procedures. The erosion of values is now a national phenomenon, so complex and gigantic that a more balanced school curriculum, new learning materials and competent teacher, alone can correct this. Values are nothing but the social amity and adjustability without causing any damage to others' rights, whether they may be personal, social, intellectual or even spiritual values. All these values are to be developed because they are the one element for molding the individual personality at large and teachers are the elevated personalities to save the children in one form or other.

Education is the first step towards empowerment and the key factor which leads to overall development of an individual, as well as nation. It is the root for the progress of any country. In this complex and dynamic society the role of education is becoming more and more complex, diverse and complicated. The process is not as simple as it used to be in the past. Education plays a vital role in the present day life. It is most powerful instrument whose effective use requires the strength, will, sacrifice and dedicated work.

There is no doubt that the human beings are influenced by their environment. If there is loss of values and character then the whole system, the whole environment become devoid of values. With the dynamic changes taking place in the society, education should not be conformed to just imparting information and skills to the child. It must also endeavor to inculcate basic values of humanism, socialism, equality and national cohesion. If education does not combine knowledge with basic human values,

It soon becomes dysfunctional and harmful. Aristocracy of intellect has helped man land on moon, split atoms and scratch ocean beds but it has made him forget how to live like a Man. To remove the problems of the present era, inculcation of values among individuals and promotion of values in education are essential.

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A value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a set of values.

Values can range from the common place such as belief in hard work and punctuality, to the more psychological, such as a self-reliance, concern for others and harmony of purpose. An individual is known by his values. Values play an important role in an individual's life, they are those principles which guide human behavior and put meaning to his exercise. Values are from central pole around which people organize their desires, ambitions and make priorities for their lives. Values are deeply held beliefs that guide our behavior and decisions. They reside deeply within the subconscious mind and are tightly integrated into the fabric of everyday living. We make decisions and choose behavior, friends, employment and entertainment based in large part on our values. Values are used in everyday decision making at work and at home. Good values instill a sense of integrity, honesty, diligence in people. Values are an integral part of every culture. Different writers have defined the term "value" differently and interpreted to be either a set or a feeling or an action.

Good's Dictionary of Education (1959) has explained value as any characteristics deemed important because of psychological, social, more or aesthetic consideration.

Swami Yuktanand (1989) said, values are the very core of our behavior, the moving forces or our lives.

Man may have conquered the man but has failed in the conquest of Mind. There is abnormal ignorance about the values expounded in our scriptures. Education is losing its meaning. It would be no exaggeration to say that the entire eco-system is badly and broadly endangered and very survival of our society and the world depends upon a wide spread renewal of individual commitment to an active value based life. The importance of values in education cannot be overstated in a democratic country like India. In a democratic Country Control of people's behaviour with coercive methods is not possible. The only alternative way left is to teach the masses to be self controlled which is possible only when they are made to learn certain values, as values are the prime movers of human action. Science and Material progress has greatly contributed to the fall of social and spiritual values. No doubt science has made man more sophisticated and also mad. Man feels physically so comfortable but is mentally frustrated. What made him frustrated?

Erosion of values in human life is the sole cause for these frustrations. In olden days life was relatively peaceful, free from tensions, anxieties' and depressions from which the present man is suffering. It is therefore apt to identify or prioritize the values that are relevant to modern context. Social, Physical, economic, aesthetic, ethical and spiritual values are some values that may be suitable to educate our younger generation.

We are living in the 21st century. The main object of education is to inculcate moral and value based education in schools and colleges and to know the attitude of intermediate students towards moral values. The erosion of values is now a national phenomenon, so complex and gigantic that a more balanced school curriculum, new learning materials and competent teachers, alone can correct this. Even though values are caught, children need proper guidance from teachers during the process of nurture. The success of educational process is primarily associated with the teachers. The quality and effectiveness of the educational system largely depends upon the active, resourceful and competent teachers. These teachers are the outcomes of a rigorous and effective teacher training programme. School should at least be the starting point for effective learning of values by which children can be able to build a useful, scrupulous and memorable character.

The Inculcation of values in Schools' curriculum should focus more on the development of the personal as well as social values, which in turn reaps the fruits of eternal values. Education based on values will be the remedy for the unrest among the masses in the development of optimistic attitude and for arresting the pessimistic attitude. Personal values like regularity, punctuality, social

values like adjustability, Service, war against anti-social acts and superstitions etc. will enable the students to attain the eligibility for the realization of eternal values. Eternal values are nothing but the Super goals to be reached by every human being.

THE VALUE SYSTEM

Ultimate Values	Moksha, constantly seeking for Eternal Truth {Ultimate reality (God)}
Higher Values	Self-realization, self-control, Wisdom, Purity, Truth, Beauty and Goodness, Bliss.
Social Values	Social Service, Fraternity, sharing of economic wealth, Humility, contentment, Patience, Courage, Charity, Equality, Honesty, Cooperation, Liberty, Freedom, Service.

For the global development of humanity international commission on education gave some pillars of education and one of them is learning to live together, learning to live with others. These days it is a global issue. Education is regarded as a man making process. Education is for salvation of the soul and a satisfactory and successful life. A person is not only required to be intellectually alert but also emotionally stable. For the development of the whole man, value based education is a major aim of education. The present Indian education system especially its curriculum reflects only borrowed ideologies on which it is formulated. The natural values are neglected behind. Our curriculum should reflect value orientation. Education should prepare the individual for participating in and promoting values in social life while planning the curriculum, values must be kept in view all the times. Education must lead to consistent growth of personality, steady development of character and qualitative improvement of life.

There is an urgent need to integrate values in education. Education has failed to solve the problems in both the developed and developing countries. People have lost faith in their educational systems due to their failure to solve the problems of human life. The challenges of science and technology necessitate a dynamic educational policy not merely to develop skills but to collect a value system that would be intrinsic and lying strong foundation for its people. Values of life are, therefore, ornaments which shine like stars in the personality of the individual who possesses those values. It is, therefore, very important that values be inculcated.

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Chapter-48

Education and Values

Ms. Preet Kaur*

ABSTRACT

Values' education is a term to name several things, and there is much academic controversy surrounding it. Some regards it as all aspects of the process by which teacher transmits values to pupil. Everyone would agree that schools should nurture good values and attitudes in students. This general concern has influenced the school curriculum. The student, as a result, often receives massive doses of "moral science" and informal advice on "how to be good" from teachers and parents. Values-based Education (VBE) provides our students with dynamic compass at school and throughout the rest of their lives, strengthening their resilience and well-being. It nurtures the development of good character, deep thinking and altruistic behavior. The outcome of VBE is the positive transformation of individuals and institutions- exactly what our world needs.

INTRODUCTION

Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops student's social and relationship skills that lasts throughout their lives. The positive learning environment is achieved through the positive values modelled by staff throughout the school. It quickly liberates teachers and students from the stress of confrontational relationships, which frees up substantial teaching and learning time. It also provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives.

VALUES BASED EDUCATION OR VALUES EDUCATION?

All VBE schools deliver Values Education. Not all schools that deliver Values Education are VBE Schools.

Value-Based Education (VBE)

The school or setting is values-based when it underpins all its practices and routines on a set of universal positive human values such as respect, tolerance and peace.

That means for instance that all school policies are crossed-referenced against the school's values.

Value Education (VE)

Values Education refers to the aspect of the curriculum that is designed to enable pupils to learn about and experience the school's or setting's values. This includes lessons, activities and

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assemblies that support the learning about values. VE has an explicit and implicit element; explicit refers to the planned experiential activities that enable the children to develop an ethical vocabulary based on the values words, which builds ethical intelligence. The implicit element refers to, for instance, the way that staff use the values vocabulary to reinforce learning e.g. “Well done Matthew and Mary for showing so much co-operation when you worked together”.

Value Education helps students understand what values are. Value-based Education helps students and adults embed those values into their lives, personal behavior and social interactions. It establishes a parallel system of student achievement based on their values and behavior, complementing the more limited assessment of academic attainment.

WHY IS VBE IMPORTANT?

In a Value-based school, children develop a sense of self. They become more empowered to take responsibility for their own learning. Research shows that children develop academic diligence when they are involved with value-based school. They develop relational trust. They become articulate and able to talk freely and well. Through silence, quietness of the Value-based framework, children can understand much more deeply their work and their lives. From the social perspective, Value-based education promotes effective learning and underpins the continuous improvement of personal, social, moral and economic wellbeing. It is an investment in individual capability and self-responsibility and its product, therefore, promise significant value to society.

WHAT VBE IS NOT?

- **A quick fix:** it can have some immediate impact, but it is a subtle and growing approach, therefore its true impact is seen over the time.
- Expensive!
- **Just about ‘being nice’:** it is emotional literacy in the true sense, demanding much of us; it is about having high expectations of ourselves and others; it demands application of rigorous thinking as well.
- **Something just for children:** it is critical that adults are involved and model the behaviors.
- **Another add-on to the curriculum:** it is something that is done through the curriculum- is holistic and enhances the whole of the school life.

STUDENT – TEACHER RELATIONSHIPS

The impact on student- teacher relationships was evidenced by:

- Students showing greater politeness and courtesy to the teachers.
- Students behaving more respectfully towards teachers.
- Students perceiving that teachers treat them fairly.
- Teachers listening to the students and responding to their concerns and opinions.
- Teachers seeking opportunities to acknowledge and reinforce appropriate behavior.
- Teachers being more conscious of scaffolding students to manage their own behavior or resolve conflict with others.
- Teachers giving students more power by allowing them choices in learning activities.
- More trusting relationships between staff and students.

STUDENT-TEACHER WELL BEING

The positive impacts on student and teacher wellbeing included:

- Teacher re-examining their practices and role.
- The fostering of relational trust among staff and between teachers and families.
- Teachers obtaining confidence and knowledge through opportunities for professional development and through staff collaboration.
- Students developing a greater capacity for regulating their own and their peer's behavior.
- Students gaining a greater capacity for self-reflection and self-appraisal.
- Students feeling a greater sense of connectedness and belonging.

OUR COUNTRY VERY MUCH NEEDS A VALUE-ORIENTED EDUCATIONAL SYSTEM

It is only at the level of the primary education that such lessons need to begin. If the impressionable mind once gets set to noble goals difficult would it is to lead him astray. It is not merely talking about great men that the child would get oriented to values; the teacher has to play a major and a decisive role in giving this lesson by precept as well as by example. It is the intellectual, the physical, the emotional, the psychological parts of the child's personality which would need to be molded and modeled.

MOTHER IS THE FIRST TEACHER FOR HER CHILD

Value based techniques and education are the fields, the first teacher in which is the mother. It is the mother who tends to lend the first lessons and it is on her that rests the foundation-lying responsibility. What is right, what is wrong, what is true, what is false, what is respectable and noble and what is not- it is the mother who imparts these lessons. It is the mother who taught her child remain honest. She encourages her child to always speak up the truth. She should ensure that her children never tell a lie. The mother should make the child learn that she would never scold him if her child tells a truth even if the child had done some wrong. 'Admit the wrong done and you would be a nice child'- let the child develop this faith and he would never fall a victim to falsehood. This is how slowly and gradually, step by step the lessons in morality can taught.

Why education is so important in our life?

The importance of education in our life is briefly given below in points:

- Education is essential if a boy or girl want to study independently.
- Education integrates physical and mental development.
- Education imparts discipline in a person.
- Education imparts training and equips a person for living a successful life.
- The children can learn the essential minimum through education at schools.
- It helps to earn the material needs of life such as food, clothing, shelter, etc.
- Education builds character, moral values and personality of a man.
- Education lays the foundation for a social being.
- Education encourages intellectual and moral approach to life.
- Education encourages taking a broad view of life.

A well-planned system of education helps a child to develop his intellect. The student:

- (a) Grasp of the underlying truth of what has been taught,
- (b) Learn to acquire full knowledge of the lessons,

- (c) Learn to discuss on a subject matter,
- (d) Develop the power of retention by trying to remember of what is learnt,
- (e) Try to understand what the teacher said,
- (f) Develop eagerness to listen to what the teacher says.

VALUE ANALYSIS

Where values clarification guides reflection on personal moral dilemmas, values analysis is commonly used with social issues that involve many people and viewpoints.

Thus, value analysis is a way of helping students examines other people's values as well as their own. It requires the use of logical thinking skills to analyze different viewpoints about an issue.

A case study of a proposal to develop a copper mine on a small island in South Pacific is used to illustrate how values analysis enables students to review the positions held by various stakeholder in a controversial issue.

There are four steps in value analysis:

- Analyzing the issue
- Assessing consequences for stakeholders
- Analyzing stakeholder's perspectives
- Making a decision

BENEFITS FOR THE PUPILS

The benefits that come when children are expected to be reflective about values are:

- Pupils knowing themselves better and being able to relate to other more effectively.
- The improvement of self-confidence and self-esteem.
- Children taking a greater responsibility for their own actions.
- Children being more considerate to other and less ego-centered.
- Children being more self-aware and self-accepting.
- Children able to concentrate and reflect more on their own behavior.

CONCLUSION

Value-based Education provides social capacity to students, equipping them with social and relationship skills, intelligences and attitudes to succeed at school and throughout their lives. This includes lessons, activities and assemblies that support the learning about values. In a Value-based school, children develop a sense of self and trusting relationship between staff and students. Our country very much needs a Value-oriented educational system. Value based techniques and education are the fields, the first teacher in which is mother. It is the mother who tends to lend the first lessons and it is on her that rests the foundation-lying responsibility. Education imparts discipline in a person.

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Chapter-49

Role of Teacher in Construction of Knowledge

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ABSTRACT

Parker J. Palmer suggests that good teachers join self, subject, and students in the fabric of life because they teach from an integral and undivided self, they manifest in their own lives, and evoke in their students, a capacity for connectedness”.

Socio-constructivist perspectives on adult education, as well as many practitioners in the field, assume that the teacher’s interpersonal attitudes influence the process of knowledge construction on the part of the participants. The aim of this paper is to contribute to an empirical evaluation of this view, and in particular: to understand whether the actions enacted by an educator toward learners may be taken as local cues of her underlying general interpersonal attitudes in and about the situation; to try to describe such behaviours and to gather them into meaningful clusters; to explore possible differences in the general interpersonal attitudes of novice vs. expert educators; to correlate such attitudes with the learners’ behavior. The four main interpersonal attitudes of the educators, namely cooperation, directivity, flexibility, and focusing are on the group works alot. Learning is a process of knowledge transformation that takes place within an interpersonal context.. Thus, the teacher’s main focus should be on guiding students by asking questions that will lead them to develop their own conclusions on the subject.

INTRODUCTION

Educational practice today requires more and increasingly varied participation by teachers in the leadership work of continual school improvement and renewal. The advances in teaching and learning that are increasingly required to maximize the growth and contributions of this next generation of children will not be realized without teachers, supported by administrators and enabled in a culture of collaborative learning, who leads among their peers. Activities included scheduling, assigning classes, coordinating special events, and serving as a communication link between administrators and teachers. In this wave, conceptions of teacher-leaders focused on keeping things running smoothly.

The importance of teachers as instructional leaders and created positions that capitalized on teacher instructional knowledge”

In this wave, teachers assumed formally identified leadership positions such as staff developer or curriculum specialist. Some of these instructional leadership functions were add-ons to regular classroom teaching responsibilities.

Teachers are leaders in creating and sustaining a collaborative culture of learning in the school focused on improving instructional practice. All teachers are viewed as potential leaders who can

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share the responsibility of continual professional and school development, regardless of whether they hold a formal designation of leader.

THE WAYS TEACHERS CAN CONTRIBUTE TO THEIR STUDENTS 'SUCCESS.

- **Resource Provider:** Teachers help their colleagues by sharing instructional resources. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools.
- **Instructional Specialist:** An instructional specialist helps colleagues implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers. Instructional specialists might study research-based classroom strategies, explore which instructional methodologies are appropriate for the school; and share findings with colleagues.
- **Curriculum Specialist:** Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments..
- **Classroom Supporter:** Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice and grew together, and it also encouraged a bias for action on the part of teachers.
- **Learning Facilitator:** Facilitating professional learning opportunities among staff members is another role for teacher leaders. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools.
- **Mentor:** Serving as a mentor for novice teachers is a common role for teacher leaders. Mentors serve as role models; accumulate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional.
- **School Leader:** Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole.
- **Data Coach:** Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction.
- **Catalyst for Change:** Teacher leaders can also be catalysts for change, visionaries who are "never content with the status quo but rather always looking for a better way". Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning.

- **Learner:** Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve.

Teachers as Role Models

“A role model is someone we admire and someone we aspire to be like.”

Much of what students learn from their greatest teachers is not detailed on a syllabus. Teachers who help us grow as people are responsible for imparting some of life’s most important lessons. During their initial school years, students encounter, perhaps for the first time, other children of the same age and begin to form some of their first friendships. As a teacher, you will show your students how to become independent and form their own relationships; you will carefully guide them and intervene when necessary. School is as much a place of social learning as academic learning, and this is true, not only in our early years of education, but all the way through college. Though a teacher’s influence on the social sphere of school lessens as students mature, those early lessons still have an effect on how they will interact with others in the future. Teachers are founts of experience. They have already been where their students are going, undergone what they will go through and are in a position to pass along lessons, not only regarding subject matter, but lessons on life.

Teacher Goals

Teachers are in a unique position to have a direct impact on their students. Teachers can see their work in action, see the changes they affect, and in so doing they witness firsthand their goals coming to fruition. An architect can hope to design affordable homes for people in need but may not necessarily meet every person who benefits from his noble intentions. But teachers have direct interactions with the people they’re helping, and whatever their goals may be, this allows them to see these goals realized.

Educate

A great teacher should love educating students, and one of the principal goals many teachers set for themselves is to be the best educator they can be. There is something extremely gratifying about imparting information to your students and working with them to ensure they understand not only concepts, but practical applications as well. There are different methods you can use to teach, and while your teaching style is unique to you, the most important thing is that you engage, motivate and inspire students to learn. Many people teach out of a passion for their subject. If you truly love a particular topic, you may have a desire to share that knowledge with others indeed that passion can make you excel at it! Other people teach out of a concern for some of the issues facing the education system and because they want to be a part of the solution. Whatever the reason, a teacher can do nothing if not educate their students, so many teachers set this at the forefront of their goals: impart lessons that will last a lifetime.

Inspire

Teachers seek to inspire students in all aspects of their lives, and for many teachers, their greatest goal is to be a role model. A role model is someone who inspires and encourages students to strive for greatness, and teaches them through experience and commitment how to realize their full potential to become the best they can be. Teachers can inspire an uninterested student to become engrossed in learning. They can motivate them to participate and focus, and even bring

introverted students out of their shells. A great teacher can get students reading, inspire a passion for languages, make math or science fun, and turn history lessons into fun and exciting stories. For many teachers, one of their simplest goals is to inspire their students to love learning. But the inspirational power of a teacher can transcend the classroom. So often, we hear people say that they were inspired to pursue their careers because of their teachers. A great teacher can leave an indelible mark that lasts a lifetime, and for many of us, some of our most important decisions were inspired by our teachers.

Learn

Teaching is one of those careers where you learn something new every day, and many educators cite this as one of the main things they hope to get out of their career. On a strictly professional level, the education you attain to become a teacher opens your eyes to many things you may never have been exposed to before. Pursuing a degree in education teaches you so much about learning itself: pedagogy, methodology, etc. You learn how people learn and how to best teach students. Additionally, so many other elements go into teaching that the process of becoming an educator in itself teaches you a great deal. No matter what you teach, your knowledge in many fields will deepen and expand. Then there's the question of the teacher credentialing process which is also a learning experience. Teachers also learn a great deal about themselves through teaching. Teaching requires you to step out of yourself in a way you may have never done before, and through this you learn about yourself as a teacher and as a person. You may learn more about how you work with others, particularly with children, and better understand how to communicate effectively and teach efficiently. You can learn how to better handle stress, and the organizational skills you'll gain from planning lessons and grading assignments will be invaluable. Furthermore, many teachers say the lessons they learn from their own students are the ones that make the job so fulfilling. Students bring a lot of their own life experiences to the classroom, and some of the things they have to say will enlighten you in ways you might not expect. Hearing your students out when they want to voice their opinions can broaden your perspective.

CONCLUSION

So the important role that teachers play in the learning process has often been assumed that the teacher should adopt a non-interventionist role, teachers with many opportunities helping the students, in turn, in their interactions with each other, facilitate discussion and learning. Teachers play a key role in promoting learning. It can be used for students with high support needs, and the issues teachers confront, both personally and pragmatically, when they adopt a cooperative learning approach to meet the personal and social needs of students in their classrooms. Such efforts will make invaluable contributions to informing teachers' professional practices in schools.

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Chapter-50

Rubrics as an Educational Innovation

Dr. Daljeet Kaur* and Mrs. Puneet Kaur**

ABSTRACT

There are several evaluation and assessment techniques such as norm referenced and criterion referenced tests used for assessing student's performance. In today's educational system there is a need of various innovative techniques, such as rubrics. It is a measurement tool that describes the criteria against which a performance, behavior, or product is compared and measures. In the following paper, purpose, types and rubrics as an innovative educational technique has been discussed.

INTRODUCTION

The word rubric comes from the Latin word for red. The online Merriam-Webster dictionary lists the first meaning of rubric as "an authoritative rule" and the fourth meaning as "a guide listing specific criteria for grading or scoring academic papers, projects, or tests." A rubric is a coherent set of criteria for students' work that includes descriptions of levels of performance quality on the criteria. A rubric is a measurement tool that describes the criteria against which a performance, behavior, or product is compared and measures. Rubrics list the criteria established for a particular task and the levels of achievement associated with each criterion. These are often developed in the form of a matrix. A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both.

Purpose of Rubrics

Like any other evaluation tool, rubrics are useful for certain purposes and not for others. The main purpose of rubrics is to assess performances. For some performances, you observe the student in the process of doing something, like using an electric drill or discussing an issue.

For other performances, you observe the product that is the result of the student's work, like a finished bookshelf or a written report.

The following table lists some common kinds of school performances that can be assessed with rubrics.

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Types of Performances that Can be Assessed With Rubrics

Type of Performance	Examples
Processes Physical skills Use of equipment Oral communication Work habits	Playing a musical instrument Doing a forward roll Preparing a slide for the microscope Making a speech to the class Reading aloud Conversing in a foreign language Working independently
Products Constructed objects Written essays, themes, reports, term papers Other academic products that demonstrate understanding of concepts	Wooden bookshelf Set of welds Handmade apron Watercolor painting Laboratory report Term paper on theatrical conventions in Shakespeare's day Written analysis of the effects of the Marshall Plan Model or diagram of a structure (atom, flower, planetary system, etc.) Concept map

TYPES OF RUBRICS

1. Analytic and holistic rubrics

- Analytic rubrics describe work on each criterion separately. For most classroom purposes, analytic rubrics are best. Focusing on the criteria one at a time is better for instruction and better for formative assessment because students can see what aspects of their work need what kind of attention. Focusing on the criteria one at a time is good for any summative assessment (grading) that will also be used to make decisions about the future for example, decisions about how to follow up on a unit or decisions about how to teach something next year.
- Holistic rubrics** describe the work by applying all the criteria at the same time and enabling an overall judgment about the quality of the work. One classroom purpose for which holistic rubrics are better than analytic rubrics is the situation in which students will not see the results of a final summative assessment and you will not really use the information for anything except a grade. Some high school final examinations fall into this category. Grading with rubrics is faster when there is only one decision to make, rather than a separate decision for each criterion.

2. General and task-specific rubrics

General rubrics use criteria and descriptions of performance that generalize across (hence the name general rubrics), or can be used with, different tasks. The tasks all have to be instances of the same learning outcome—for example, writing or mathematics problem solving. The criteria point to aspects of the learning outcome and not to features of any one specific task (for example, criteria list characteristics of good problem solving and not features of the solution to a specific problem).

Task-specific rubrics are pretty well described by their name. They are rubrics that are specific to the performance task with which they are used. Task-specific rubrics contain the answers to a problem, or explain the reasoning students are supposed to use or list facts and concepts students are supposed to mention.

	General	Task Specific
Advantages	Can use same criteria across multiple tasks	More reliable for grading (scores from multiple scorers are consistent)
Disadvantages	Feedback many not be specific enough, less reliable for grading	Difficult to construct criteria for all tasks
Use When	Assessing reasoning, skills, and products and all students who are not doing the same task	Assessing knowledge and consistency of scoring is important

THE PARTS OF A RUBRIC

Rubrics are composed of four basic parts (Hawaii, 2012). In its simplest form, the rubric includes:

1. A task description. The outcome being assessed or instructions students received for an assignment.
2. The characteristics to be rated (rows). The skills, knowledge, and/or behavior are to be demonstrated.
3. Levels of mastery/scale (columns). Labels used to describe the levels of mastery should be tactful but clear.

Commonly used labels include:

- Exceeds expectations, meets expectations, near expectations, Below expectations
- Exemplary, proficient, marginal, unacceptable
- Mastery, proficient, developing, novice
- 4, 3, 2, 1.
- 4. The description of each characteristic at each level of mastery/scale (cells).

WHAT DOES A RUBRIC LOOK LIKE?

On the left side, the criteria describe the key elements of a student work or product. At the top, the rating scale (the numbers) identifies levels of performance. The blank boxes in the table below contain the indicators which provide examples or concrete descriptors for each level of performance

	4	3	2	1
Criterion 1				
Criterion 2				
Criterion 3				

You can enhance students’ learning experience by involving them in the rubric development process. Either as a class or in small groups, students decide upon criteria for grading the assignment. It would be helpful to provide students with samples of exemplary work so they could identify the criteria with greater ease. In such an activity, the instructor functions as facilitator, guiding the students toward the final goal of a rubric that can be used on their assignment. This activity not only results in a greater learning experience, it also enables students to feel a greater sense of ownership and inclusion in the decision making process.

RUBRICS AS AN INNOVATIVE TECHNIQUE IN EDUCATION

A carefully designed rubric can offer a number of benefits in education. Rubrics help teachers to:

- Saves time: reduce the time spent grading by allowing teachers to refer to a substantive description without writing long comments.

- Really good rubrics help teachers avoid confusing the task or activity with the learning goal, and therefore confusing completion of the task with learning. Rubrics help keep teachers focused on criteria, not tasks.
- Identification of strengths and weaknesses: It help teachers to more clearly identify strengths and weaknesses across an entire class and adjust their instruction appropriately.
- Consistency: It helps teachers to ensure consistency across time and across graders and reduce the systematic bias that can be introduced between graders. Rubrics make the assessment process more accurate and fair. By referring to a common rubric in reviewing each student product or performance, a teacher is more likely to be consistent in his or her judgments.
- Rubrics guide instructional design and delivery. When teachers have carefully articulated their expectations for student learning in the form of a rubric, they are better able to keep the key learning targets front and center as they choose instructional approaches and design learning environments that enable students to achieve these outcomes.
- Rubrics help coordinate instruction and assessment. Students are given a rubric at the beginning of a unit of instruction or an episode of work. They tackle the work, receive feedback, practice, revise or do another task, continue to practice, and ultimately receive a grade—all using the same rubric as their description of the criteria and the quality levels that will demonstrate learning. This path to learning is much more cohesive than a string of assignments with related but different criteria.
- Rubrics acknowledge the students about the performance and qualities of their work.
- Rubrics make the students aware about their learning target and criteria for success. For this reason, rubrics help teachers teach, they help coordinate instruction and assessment, and they help students learn.
- For grading student's assignments: Rubrics is helpful for grading student's assignments as it is quicker and impartial. Moreover, Rubrics provide examples, guides, and feedback before and after completing assignments.

An effective rubric can also offer several important benefits to students. Rubrics help students to understand teacher's expectations and standards, use teacher's feedback to improve their performance, monitor and assess their progress as they work towards clearly indicated goals and recognize their strengths and weaknesses and direct their efforts accordingly.

CONCLUSION

Thus, Rubrica as an educational technique is helpful both for teachers and students. As educators, teachers have the responsibility to create assessments that encourage students to work towards a higher level of achievement. Rubrics are motivational tools for students, especially when students are involved in process. Students who are involved in the process of creating a rubric have a better understanding of the standards, gradations, and expectations of the assignment.

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Chapter-51

Recapitulation of Education System: A Need of the Hour

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ABSTRACT

Education plays a vital role in developing a nation culturally, economically, and socially. That is why every nation focuses on this sector. For its improvement, all endeavors are made through formal education, non-formal, and distance education. Educational institutions will need to transform themselves fundamentally to incorporate a new convergent culture that unites all fields while providing personalized instruction to meet the individual needs of each person, as those needs evolve over the lifetime. The new culture will be shared by new ecosystems of teachers and learners whose interactions will extend beyond the classroom to incorporate perspectives from all sectors of society. This paper reviews the need of recapitulation in education system

INTRODUCTION

“Those who do not have education, nor have experience, nor have a giving heart, Lack knowledge, have no patience, do not have any qualities nor have religion, Such people, in this mortal world, are but a burden on Earth They are like animals (antelope) grazing in the form of Humans.”

Generally speaking, 'Education' is utilized in three senses: Knowledge, Subject and a Process. When a person achieves degree up to certain level we do not call it education. As for example if a person has secured Master's degree then we utilize education in a very narrower sense and call that the person has achieved education up to Masters Level. In the second sense, education is utilized in a sense of discipline. As for example if a person had taken education as a paper or as a discipline during his study in any institution then we utilize education as a subject. In the third sense, education is utilized as a process. In fact when we talk of education, we talk in the third sense i.e. education as a process.

“Education is the manifestation of perfection already in man. Like fire in a piece of flint, knowledge exists in the mind. Suggestion is the friction; which brings it out”.(Swami Vivekananda)

Dictionary of Education (edited by C.V. Good, 1973), you will find that education is defined as “the aggregate of all the processes by which a person develops abilities, attitudes and other forms of behavior of practical values in the society in which s/he lives; the social process by which people are subjected to the influence of selected and controlled environment (especially that of

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the school), so that they may obtain social competence and optimum individual development". The concept of education has been used in a variety of contexts with different meanings. To give a precise definition of education, just as we define certain concepts in science or other technical subjects, is difficult, as there is no one meaning of education held in common by people. Let us try to explore the different meanings and viewpoints on education. Understanding these conceptions would help you to analyze the kind of education that is in vogue now and to what extent it is justified.

EDUCATION IN ANCIENT INDIA

Education in ancient India was the ultimate outcome of the Indian theory of knowledge and the corresponding scheme of life and values. People in ancient India were greatly impressed and affected by the fact of death as the central fact of life. Their one aim of life was to solve the problem of death by achieving knowledge of the whole truth of which life and death are arts and phases. The aim was not simply abstract and theoretical. There were practical and concrete aims too. The first was the acquisition of knowledge. This was evident in the Vedic period. Inculcation of social and civic duties in the minds of the students was also regarded as an important aim of education in those days. Education for occupation was another important aim. Character training and moral education was regarded as very important aim of ancient Indian education.

EDUCATION IN MEDIEVAL INDIA

During medieval age religion was the main guiding force in life and society. Medieval civilization centered round religion. The Muslim rulers of India generally took a keen interest in education, and many of them founded schools, colleges and libraries in various places in their kingdoms. The mosque was a center of instruction and of literary activity. Muslim education included those eternal teachings and values of the Quran and Haditha, which would promote moral and spiritual knowledge. Islamic education aimed at both physical and mental development of the students. Thus, it aimed at total development of personality of individual.

EDUCATION IN BRITISH INDIA

The British uprooted the indigenous system of education in India with definite intentions. The educational system established by the British was colonial in character. It was designed to prepare Indians only for taking certain subordinate positions in Government offices. It was not intended to develop among the people capacities to take leadership and initiative in different walks of life. The main educational objective can better be understood from the following declaration in the educational policy of Lord Bentinck (1835): "We want a class of persons Indian in blood and color but English in tastes in opinion, in morals and intellect." The Wood's Dispatch declared almost the same policy. The aim of British education was to inculcate European knowledge in the minds of the Indians.

EDUCATION IN INDEPENDENT INDIA

After independence the Indian leaders realized the inherent defects in the system of education introduced by the British. Universalisation of education was the need of the hour. Education must be linked with national development in all directions. With these national goals in view the Government in independent India set up different committees and commissions for educational reforms in the desired lines.

EDUCATION IN 21ST CENTURY

The perception of a difference between “before” and “after”, lying on either side of the present moment is the stuff of daily experience from which the regularity of everyday life proceeds. There is also a sense that “before” is irreversible, while “after” accept that sliver of time that is bound to the immediate present is unknowable, unpredictable, and unforeseeable. However, the human quest to know, to predict, to anticipate has continued unflagging. Its nature however, over time has changed in the consciousness that possibly the future time is not after all unidirectional in the image of “time’s arrow”, but has multiple possibilities. Many experts say that since the 1970s, new technologies, combined with demographic, political, and economic trends, have altered Americans’ work and social lives in ways that have significant consequences for today’s young people. Those trends have prompted some education reformers to argue that the traditional Curriculum is not enough: schools must provide students with a broader set of “21st century skills” to thrive in a rapidly evolving, technology-saturated world. But defining what that term actually means can be daunting.

PRESENT PROBLEMS IN PRESENT SYSTEM OF EDUCATION;

- **Education System Promotes Rat Race**

Our education system basically promotes rat race among our children. They have to read and mug-up entire text book without any understanding of it. So a student who scores 90 out of 100 and comes first actually remains a rat. They don’t have any analytical skills that a child must have.

- **Education Does Not Builds Persona of a Child**

Unfortunately our education system is not helping to develop persona of a child. Remember, it is personality that is more important than academic qualification. Our system demands good numbers from a child in an exam not to show his personality.

- **No Critical Analysis, only following the establishment**

Our children are not able to do critical analysis of anything, for example our history, culture and religion. They take the line of establishment or the views of predominant majority. They are simply not able to look things from their own perspective. We are simply failing at this because of our education system. Children must learn to criticize our own culture and other established narratives.

- **Teachers themselves are not trained and efficient**

To make things worse, our teachers themselves are not sufficiently trained to teach kids. They do not have proper training that how they are going to impart values in children that are going to change the future of the country

- **Medium of Language of our Education System**

This is also a big problem that needs to be addressed. We are not able to decide on the medium of language of our education system. Still emphasize is given on English where majority of children cannot understand the language. So how does they are going to understand what teachers are teaching.

- **Missing Innovation & Creation because Only Aping West**

If we talk about the privileged children in India then even they are not able to innovate and create new things. Although they have everything that a child need but still they lack something in them. what they are doing is only aping western culture and not being able to do something new.

On the one hand children are not able to go to schools and on other hand, if they are going then are not able to innovate or solve the problems that the country is facing.

- **Gross Failure of Our Education System to End Social Disparity**

The failure of our education system is after so many years it has not being able to reduce social disparity in our country. In fact, social disparity has gone up. It is such a shame that education itself has become a tool for creating divisions. A child of a rich parent would get good education and a child of poor parent cannot afford even a basic education.

- **No practical knowledge**

In schools and colleges, lots of attention is given to theory and books and practical knowledge is completely ignored. When these students pass the exam, they forget all the things they have studied due of lack of practical experience. In India, parents and teachers expect their students to score high in the exam (rather than acquiring the quality knowledge) and thus the education becomes a rat race. Practical knowledge and skill based education is still far away from the reach of students studying in schools, colleges and universities.

- **Lack of Research or critical analysis**

Problems solving skills are one of the most important things that are required when students complete their studies and look for jobs to earn money and build up their career. This can be learned by participating in problem solving projects with the use of creative and critical thinking. In India, despite the fact that we have the highest number of engineering graduates, still we lack technological innovation. Students must have capability to solve the problems and difficulties that the country is facing today

- **Absence of personality development program:**

Schools and colleges in India demand student's performance in terms of marks and they are not well exposed to the external world. When students complete their graduation and enter into the job market, they face problems to get a job as per their capability simply because they don't meet the criteria and skills required for the job. Companies want to hire those individuals that are aware of the course of the action. It is highly essential to start personality development program in schools and colleges to improve the education standards.

- **Outdated syllabus**

There is an urgent need to change the present system of higher education in the country. We need to ensure quality in education as well as quantity. Students are getting the knowledge from outdated syllabus. Lots of technological and scientific improvements are taking place in India and therefore the courses are Graduate and post graduates must be updated as per the industrial and technological development.

Now the question comes where the present education system stands in 21st century"

There is desire need for the re-conceptualize present system of education in constructive approach Children are the most important part of each society. There is no doubt that they are facing some difficulties nowadays. There are several reasons for these problems and various measures can be taken by parents to improve the situation.

ROLE OF FAMILY

Parents and families have the most direct and lasting impact on children's learning and development of social competence. When parents are involved, students achieve more, exhibit more positive attitudes and behavior, and feel more comfortable in new settings.

- Respect the dignity of each family and its culture, language, customs, and beliefs
- Respect families' child-rearing values and their right to make decisions for their children
- Family members improve their understanding of their children and enhance their skills as parents
- Parenting - Parenting skills are promoted and supported.
- Parents are full partners in the decisions that affect children and families.
- Student Learning - Parents play an integral role in assisting student learning.
- Volunteering - Parents are welcome in the school, and their support and assistance are sought.
- Role of Community
- Improves school-related behaviors
- Positively impacts academic achievement
- Reduces school suspension rates

ROLE OF TEACHER

The role of a teacher is to help students apply concepts, such as math, English, and science through classroom instruction and presentations. Their role is also to prepare lessons, grade papers, manage the classroom, meet with parents, and work closely with school staff. Being a teacher is much more than just executing lesson plans, in today's world a teacher's role is a multifaceted Profession; they carry the role of a surrogate parent, class disciplinarian, mentor, counselor, book keeper, role model, planner and many more.

- Plan lessons that teach specific subjects, such as math, science, and English.
- Assess and evaluate student's abilities (strengths and weaknesses).
- Prepare students for standardized tests.
- Communicate student progress to parents.
- Develop and enforce classroom rules.
- Supervise children during extracurricular activities (lunch, playground, etc.).
- Conduct in-class activities.
- Plan field trips.

CONCLUSION

In conclusion, education is the only means of alleviating poverty, improving people's health and increasing economic growth. Improving literacy levels in marginalized societies will go a long way in improving human living standards. The idea education will grow as we try to address the needs of being able to reason through complex issues and problems; direct one's own learning, communicate and work with people from Diverse backgrounds and views, and share what one learns with others. Education does not mean only acquiring the knowledge of subjects but to develop complete and responsible human being.

Education is one of the most effective interventions for improving our social and economic future—for individuals, communities, states, and the country as a whole. Given the changing nature of the global marketplace, the high school diploma is no longer sufficient for individuals seeking good jobs, nor for communities building a vibrant economy.

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Chapter-52

Leadership Skills and Effective Communication

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ABSTRACT

Leadership skills and effective communication is very important, because in every function and activity involves some form of direct or indirect communication by leaders. Effective communication means two way communications. It plays a vital role in the development of Leadership skills. The four primary skills which are: reading, writing, listening and speaking to enhance the inner potentials of the leaders. The team leader is able to express him/her clearly with his team members, he is able to listen to their problems with compassion and is able to make logical decisions in favor of his team as well as his project. Communication is the process of transmitting information and common understanding from one person to another. In this article, I discuss the Leadership Skills and Effective Communication.

INTRODUCTION

Leadership skills and effective communication which are focusing all four skills and their integration with each others, this study reveals how effective communication and leadership skills cannot be separated from each other if we wish to develop the full potentials of an individual so that he is successful in his academic and professional life. It also analyzes which skill can be more effective for the development of leadership qualities among students. We in an entirety require verbal communication to exchange thoughts, feelings, and opinions. A human being who has an excellent expression would be able to become a good leader ; the use of appropriate words at the appropriate time is the key to becoming a first class leader. People would pay attention to such a person who is lucid in his expressions and would willingly follow his lead, thus their work efficiency would be enhanced as they would be fully confident of what they are doing. A leader is one who acquires the job completed by his group without making them feel as subordinates. He is open to suggestions and good ideas from his team members.(Harish Shukla, Jan 2005, Communication ability and Leadership, Language in India, <http://www.languageinindia.com>).

A comparison here of “The Manager” and “The Leader” is drawn to highlight the difference between the two: the manager gives attention to on co-ordination and structure; the leader concentrates on community, the manager imitates; the leader innovates, the manager acknowledges the status quo; the leader tests it, the manager’s eye is on the bottom line; the leader’s eye is on the perspective, the manager performs tasks right; the leader executes the right tasks. Thus coming to the conclusion that the leader has more qualities to his credit than the manager, however both have their importance n

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the organization, a leader sometimes has to become a manager and a manager sometimes has to put on the robe of the leader. The bottom line is that the task should be accomplished on time and that the quality is not compromised. (Devid Clutterbuck, Sheila Hirst 2002) There is no doubt that leaders are usually charismatic figures who control respect. Charisma and respect, however, are not incredible leaders have: they are effects that people feel about leaders.

Through effective communication, leaders lead. Good communication skills enable, foster, and create the understanding and trust necessary to encourage others to follow a leader. Without effective communication, a manager accomplishes little. Without effective communication, a manager is not an effective leader.

The educational institutions are recognizing their liability to provide a useful and relevant learning experience. Replying to external pressures, educational institutions around the world have started to change the way they operate (Clark 2004: 1).

As it is observed that various investigations inquiring graduates, managers, and teachers exhibit effective communication as one of the most vital areas which requires development among workers and graduates (Maes, Weldy, & Icenogle, 1997; Morreale, Osborn, & Pearson, 2000; Holly J. Payne, 2005).

The force of communication competence, inspiration, and cognitive skills was observed by Penley, Alexander, Jernigan, & Henwood (1991); Holly J. Payne, 2005) on managerial performance. The pre-competence stage in communication skill can be observed as while a trainee to an organization “has not yet developed the capacities essential to communicate proficiently in a meticulous surroundings” (Jablin & Sias, 2001, p. 828); Holly J. Payne, 2005), and verge capability is accomplished when a worker finally have basic communication qualifications for his/her defined job description. This approach considers that through the filtering process, socialization, and training in the company, most employees achieve the said level. The study depicts that the capable communicator have firm motivations, knowledge, and skills. Motivation is often linked with one’s keenness to approach or avoid interaction with community around. Motives are frequently connected to objectives such as self-presentation, relational, and instrumental goals (Berger, 1997; Cody, Greene, Marston, Baaske, O’Hair, & Schneider, 1986); Holly J. Payne, 2005).

In fact, being able to communicate effectively is what allows a manager to move into a leadership position. An early Harvard Business School study on what it takes to achieve success and be promoted in an organization says that the individual who gets ahead in business is the person who “is able to communicate, to make sound decisions, and to get things done with and through people” (Bowman, Jones, Peterson, Gronouski, & Mahoney, 1964). By communicating more effectively, managers improve their ability to get things done with and through people.

A Leadership skill and effective communication is the controlled, purposeful transfer of meaning by which leaders influence a single person, a group, an organization, or a community. Leadership skill and effective communication uses the full range of communication skills and resources to overcome interferences and to create and deliver messages that guide, direct, motivate, or inspire others to action. Leadership skill and effective communication consists of layered, expanding skills from core strategy development and effective writing and speaking to the use of these skills in more complex organizational situations. As the manager’s perspective and control expand, he or she will need to improve the core communication skills to become effective in the larger, more complex organizational situations. Leadership skill and effective communication consists of three primary rings (1) core, (2) managerial, and (3) corporate (Exhibit 3). The higher up in an organization a manager moves, the more complex his or her communication demands become. The core communication ability represented in the center of the framework expands to the managerial communication ring and then further to the communication capabilities included at the broader corporate communication ring (Barrett, 2006).

“Charisma” is another term often used to describe someone who has the ability to persuade others and move an audience. It resembles ethos in its effect on an audience, but it differs in that it suggests exuding a power over others based more in emotions than in reason. Examples of public figures who were charismatic leaders in their time are John F. Kennedy, Mahatma Gandhi, and Martin Luther King.

As Aristotle says, “We believe good men [and women] more fully and more readily than others” (Roberts, 1954). A “good” character suggests an ethical foundation that makes the audience trust the communicator and be more receptive to believing what is said.

Without emotional intelligence, leaders cannot communicate and manage others effectively. Reuven Bar-On, who developed the concept of emotional quotient in 1988, provides a technical definition of emotional intelligence. Emotional quotient (or intelligence) is emotional and social knowledge and the ability to

**Be aware of, understand, and express yourself,
Be aware of, understand, and relate to others,
Deal with strong emotions and control your impulses, and
Adapt to change and to solve problems of a personal or a social nature (2000).**

Emotional intelligence allows managers to interact with and lead others effectively, and the key to interacting with others and managing relationships successfully is communication: “The basis of any relationship is effective communication. Without effective communication- be it sign language, body language, e-mail, or face-to-face conversation. There is no connection and hence no relationship. The importance of effective communication skills to your Emotional Intelligence is crucial, and its value in the workplace is incalculable” (Weisinger, 1998). Words and how they use them reflect who the communicators are and how well they understand their audiences.

CONCLUSION

It was concluded that communication skills are found to be very vital for leadership skills as well as education and setting a place in market and thus develop relation with his community. The basic need for interaction cannot be accomplished without effective communication between individuals but people often neglect the significance of the effective communication skills that should be developed in any setting. These skills are already innate in us but it depends upon our own volition on what to do with these skills. The right amount of confidence when each skill is used. So, it is analyzed that for development of leadership qualities; speaking skill is the most important. It is the one of effective communication skills which can develop the leadership qualities efficiently.

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Chapter-53

Development of Emotional Intelligence

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ABSTRACT

Emotional Intelligence is an ability to express manage and control emotions of self and others. Teaching is an emotional practice which involves Emotional Relationship, Emotional Understanding and Emotional labour Teaching. Teaching have to value emotional bonds with students and educate students as emotional and social beings. The role of a teacher in the school is vital one. In fact teaching requires high level of emotional intelligence.

INTRODUCTION

Emotional Intelligence is a term created by two researches-Peter Salavoy and John Mayer. It was popularized by **Dan Goleman** in his 1996 book of the same name that is Emotional Intelligence. English word Emotion drives from the Latin Word '**Emovere**' which means to '**Stir Up or To Excite**'. In Practical Term, this Means being aware that emotions can drive our behavior and Impact People (Positively and negatively and Learning how to manage those emotions-Both our own and others especially when we under Pressure.

NEED OF EMOTIONAL INTELLIGENCE

Over the past several years, It is believed that success in life or at work place depends upon individual level of intelligence or Intelligence quotient as reflected in an Individual academic achievement, Examination passed mark obtained etc. But now research on emotional intelligence has revealed that EQ is the most important determinant of the extent of professional and personal success in life.

CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

In his book titled "Emotional Intelligence - Why It Can Matter More Than IQ" 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

- **Self-Awareness** – People with high emotional intelligence are usually very self-aware . They understand their emotions, and because of this, they don't let their feelings rule them.

They're confident – because they trust their intuition and don't let their emotions get out of control.They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better. Many people believe that this self-awareness is the most important part of emotional intelligence

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- **Self-Regulation** – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive, careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.
- **Motivation** – People with a high degree of emotional intelligence are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
- **Empathy** – This is perhaps the second-most important element of emotional intelligence. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
- **Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high emotional intelligence. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships.

As you've probably determined, emotional intelligence can be a key to success in your life – especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your emotional intelligence can be a good way to show others the leader inside of you.

HOW TO IMPROVE YOUR EMOTIONAL INTELLIGENCE

The good news is that emotional intelligence can be learned and developed. As well as working on your skills in the five areas above, use these strategies:

Observe how you react to people. Do you rush to judgment before you know all of the facts? Do you stereotype? Look honestly at how you think and interact with other people. Try to put yourself in their place, and be more open and accepting of their perspectives and needs.

Look at your work environment. Do you seek attention for your accomplishments? Humility can be a wonderful quality, and it doesn't mean that you're shy or lack self-confidence. When you practice humility, you say that you know what you did, and you can be quietly confident about it. Give others a chance to shine – put the focus on them, and don't worry too much about getting praise for yourself.

Do a self-evaluation. Try out our emotional intelligence quiz. What are your weaknesses? Are you willing to accept that you're not perfect and that you could work on some areas to make yourself a better person? Have the courage to look at yourself honestly – it can change your life. Examine how you react to stressful situations. Do you become upset every time there's a delay or something doesn't happen the way you want? Do you blame others or become angry at them, even when it's not their fault? The ability to stay calm and in control in difficult situations is highly valued – in the business world and outside it. Keep your emotions under control when things go wrong.

Take responsibility for your actions. If you hurt someone's feelings, apologize directly – don't ignore what you did or avoid the person. People are usually more willing to forgive and forget if you make an honest attempt to make things right. Examine how your actions will affect others – before you take those actions. If your decision will impact others, put yourself in their place. How will they

feel if you do this? Would you want that experience? If you must take the action, how can you help others deal with the effects?

IMPORTANCE OF EMOTIONAL INTELLIGENCE FOR TEACHERS

Teachers have great potential to affect student's educational outcomes. Teachers are a role model for students on how to regulate emotions appropriately in the classroom. The impact of emotions between teachers and students might play a strong role in the development of teaching style. Today's teachers should be able to demonstrate good intellectual moral, emotional and social development and to able to promote the same among the students. In addition to this teacher have able to know how to work with the entire educational community. Teacher also appear as a dynamic educational agent who together with his or her colleagues and students familiars performs not only tasks of preparing and executing in teaching function. But also of meditation, innovation management research assessment and guidance so teacher is p laced as the central axis of the educational community.

SIGNIFICANT ROLE OF TEACHERS IN MOLDING EMOTIONAL INTELLIGENCE

The role of teachers is important to study the level of Emotional intelligence of the teachers who influence the behavior of students Emotional Intelligence is totally dependent on the environment. It is related neither to development of some organs nor to Physiological process. Emotional Intelligence gives new approaches to teachers. This approaches embraces the Learner and Learning in more complete way that traditional school qualities emotions and feeling help teacher to give their best potential in the classroom.

Teaching is the profession that shapes education. It is the essential profession which makes all other profession which makes all other profession possible well, qualifies caring and committed. Teacher well improves curricula, assessments safe school and highest standard in the world. Emotional Intelligence is the ability to recognize the emotions their relationship to reason out and solve the problem. Teacher's goal is to provide an atmosphere where flow occurs easily and the students are totally engaged in learning. Here Teaching play a vital role in developing emotional intelligence among students. Professional success mainly depends upon the combination of the two, the intelligence and skills, one possess in our work.

Professional demands teachers to be innovate in their attitude flexible in their approach, always refreshing themselves with the day to day development in their potentials, understanding the diverse needs of learning and provide enriched environment for their growth. In essence the dream of learning society becomes real only the teachers are well equipped with moral professional emotion intellectual and practical and communication skills. Therefore teachers must do extra efforts promote to emotional Intelligence among their adolescence students. The teacher has to create emotional atmosphere in the classroom.

CONCLUSION

Teachers play a very important role in a student's life. It is to great extent the teachers who decide the shape a student's life will take. So, It is very necessary to be able to demonstrate good intellectual moral emotions, social development and promote the same among the students in addition to this. Teacher know how to work with entire educational community. The teacher also appear as a dynamic educational agent. Together with one's colleague and student's familiar. They perform only tasks of preparing and educating the teaching.

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Chapter-54

Enhancing Learning Experience with Emotional Intelligence

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ABSTRACT

Emotional intelligence is the “something” in each of us that is a bit intangible. It affects how we manage behavior, navigate social complexities, and make personal decisions that achieve positive results. Emotional intelligence is made up of four core skills that pair up fewer than two primary competencies: personal competence and social competence. In practical terms, this means being aware that emotions can drive our behavior and impact people (positively and negatively), and learning how to manage those emotions – both our own and others – especially when we are under pressure. The key factor in this paper will be the discussion of how we can develop this in learning process and how education deals with it.

INTRODUCTION

Emotional Intelligence (or EI for short) is a controversial but widely-discussed alternative to traditional IQ. EI measures our ability to perceive our own emotions, as well as the emotions of others, and to manage them in a productive and healthy way. EI is fundamental to our life experience and can influence how successful we are in our relationships and careers. Whatever stage of life you're at, you can use the seven simple steps below to improve your Emotional Intelligence and develop your self-awareness and empathy.

CHARACTERISTICS OF EMOTIONAL INTELLIGENCE

In his book titled “Emotional Intelligence - Why It Can Matter More Than IQ” 1995, Daniel Goleman, an American psychologist, developed a framework of five elements that define emotional intelligence:

- **Self-Awareness**

People with high EI are usually very self-aware. They understand their emotions, and because of this, they don't let their feelings rule them. They're confident – because they trust their intuition and don't let their emotions get out of control. They're also willing to take an honest look at themselves. They know their strengths and weaknesses, and they work on these areas so they can perform better.

Self-Regulation – This is the ability to control emotions and impulses. People who self-regulate typically don't allow themselves to become too angry or jealous, and they don't make impulsive,

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careless decisions. They think before they act. Characteristics of self-regulation are thoughtfulness, comfort with change, integrity, and the ability to say no.

- **Motivation** – People with a high degree of EI are usually motivated. They're willing to defer immediate results for long-term success. They're highly productive, love a challenge, and are very effective in whatever they do.
- **Empathy** – This is perhaps the second-most important element of EI. Empathy is the ability to identify with and understand the wants, needs, and viewpoints of those around you. People with empathy are good at recognizing the feelings of others, even when those feelings may not be obvious. As a result, empathetic people are usually excellent at managing relationships, listening, and relating to others. They avoid stereotyping and judging too quickly, and they live their lives in a very open, honest way.
- **Social Skills** – It's usually easy to talk to and like people with good social skills, another sign of high EI. Those with strong social skills are typically team players. Rather than focus on their own success first, they help others develop and shine. They can manage disputes, are excellent communicators, and are masters at building and maintaining relationships. As you've probably determined, EI can be a key to success in your life – especially in your career. The ability to manage people and relationships is very important in all leaders, so developing and using your EI can be a good way to show others the leader inside of you.

WAYS TO IMPROVE EMOTIONAL INTELLIGENCE

Practice Observing How You Feel, In the process of rushing from one commitment to the next, meeting deadlines, and responding to external demands, many of us lose touch with our emotions. When we do this, we're far more likely to act unconsciously, and we miss out on the valuable information that our emotions contain.

Whenever we have an emotional reaction to something, we're receiving information about a particular situation, person or event. The reaction we experience might be due to the current situation, or it could be that the current situation is reminding us of a painful, unprocessed memory. When we pay attention to how we're feeling, we learn to trust our emotions, and we become far more adept at managing them. If you're feeling out of practice, try the following exercise: Set a timer for various points during the day. When the timer goes off, take a few deep breaths and notice how you're feeling emotionally. Pay attention to where that emotion is showing up as a physical feeling in your body and what the sensation feels like. The more you can practice this, the more it will become second nature.

• Pay Attention To How You Behave

As I mentioned above, a key part of improving our EI is learning to manage our emotions, which is something we can only do if we're consciously aware of them. Notice how you act when you're experiencing certain emotions, and how that affects your day-to-day life. Does it impact your communication with others, your productivity, or your overall sense of well-being? Once we become more conscious of how we're reacting to our emotions, it's easy to slip into judgment mode and start attaching labels to our behavior. Try to refrain from doing that right now, as you'll be far more likely to be honest with yourself if you're not judging yourself at the same time.

• Take Responsibility For Your Feelings And Behavior

This is probably the most challenging step, and it's also the most helpful. Your emotions and behavior come from you—they don't come from anyone else—therefore, you're the one who's

responsible for them. If you feel hurt in response to something someone says or does, and you lash out at them, you're responsible for that. They didn't "make" you lash out (they're not controlling you with puppet strings; after all!), your reaction is your responsibility. Equally, your feelings can provide you with valuable information about your experience of the other person, as well as your own needs and preferences, but your feelings aren't another person's responsibility. Once you start accepting responsibility for how you feel and how you behave, this will have a positive impact on all areas of your life.

- **Practice Responding, Rather Than Reacting**

There's a subtle but important difference between responding and reacting. Reacting is an unconscious process where we experience an emotional trigger, and behave in an unconscious way that expresses or relieves that emotion (for example, feeling irritated and snapping at the person who has just interrupted you). Responding is a conscious process that involves noticing how you feel, then deciding how you want to behave (for example, feeling irritated, explaining to the person how you feel, why this isn't a good time to be interrupting you, and when would be better).

- **Practice Empathizing With Yourself And Others**

Empathy about understands why someone feels or behaves in a certain way and being able to communicate that understanding to them. It applies to us and other people, and practicing this ability will improve your EI. Start by practicing with yourself. When you notice yourself feeling or behaving in a certain way, ask "Why do I think I'm feeling like this/doing this?" At first, your response might be "I don't know," but keep paying attention to your feelings and behavior, and you'll start to notice different answers coming through.

- **Create A Positive Environment**

As well as practicing the skills I've mentioned so far (self-awareness, self-responsibility, and empathy), make time to notice what is going well and where you feel grateful in your life. Creating a positive environment not only improves your quality of life, but it can be contagious to people around you too.

- **Remember Ei Is A Lifetime Process**

EI isn't something you develop once then drop. It's a lifetime practice, and it is possible to keep improving. Even when you feel like you've mastered these steps, remember to keep practicing, and you'll reap the benefits of EI for the rest of your life.

MORE TO EXPLORE IN EMOTIONAL INTELLIGENCE

The communication between your emotional and rational "brains" is the physical source of emotional intelligence. The pathway for emotional intelligence starts in the brain, at the spinal cord. Your primary senses enter here and must travel to the front of your brain before you can think rationally about your experience. However, first they travel through the limbic system, the place where emotions are generated. So, we have an emotional reaction to events before our rational mind is able to engage. Emotional intelligence requires effective communication between the rational and emotional centers of the brain.

“Plasticity” is the term neurologists use to describe the brain’s ability to change. Your brain grows new connections as you learn new skills. The change is gradual, as your brain cells develop new connections to speed the efficiency of new skills acquired. Using strategies to increase your emotional intelligence allows the billions of microscopic neurons lining the road between the rational and emotional centers of your brain to branch off small “arms” (much like a tree) to reach out to the other cells. A single cell can grow 15,000 connections with its neighbors. This chain reaction of growth ensures it’s easier to kick this new behavior into action in the future. Once you train your brain by repeatedly using new emotional intelligence strategies, emotionally intelligent behaviors become habit

CONCLUSION

So, in a nutshell, Emotional intelligence involves the ability to understand and manage emotions. Experts agree that this type of intelligence plays an important role in success, and some have suggested that emotional intelligence might even be more important than IQ. In any case, research has suggested that emotional intelligence is linked to everything from decision-making to academic achievement. We should be constantly working to improve to get a more benefit by using this godly gift.

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Chapter-55

Connecting Culture with Class Room Teaching

Mr. Ravi Parkash*

ABSTRACT

Culture is like an iceberg, that only ten percent of it is visible and the other ninety percent is hidden below the surface. Connecting classroom works on three domains. (a) Professional development core (b) Collaborative Learning Core (c) School awards core. Connecting classroom programme aims at developing links with schools in many countries, raising awareness of environmental issues through joint projects, promoting communication, providing staff with opportunities to compare different teaching and learning styles, and encouraging motivation through the provision of the first hand experiences of life.

CULTURE

The word “culture” derives from a French term, which in turn derives from the Latin “colere,” which means to tend to the earth and grow, or cultivation and nurture. Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, cuisine, social habits, music and arts. Many countries are largely populated by immigrants, and the culture is influenced by the many groups of people that now make up the country. This is also a part of growth. As the countries grow, so does its cultural diversity.

TEACHING

Teaching is the process of attending to people’s needs, experiences and feelings, and making specific interventions to help them learn particular things.

CULTURALLY RELEVANT CURRICULUM

Curriculum, in its most simple, essential, commonly understood form, is the “what” of education. It is crucial to academic performance and essential to culturally responsive pedagogy. Even the most “standard” curriculum decides whose history is worthy of study, whose books are worthy of reading, which curriculum and text selections that include myriad voices and multiple ways of knowing, experiencing, and understanding life can help students to find and value their own voices, histories, and cultures.

TEACHING HELPFUL TO TRANSMIT CULTURE

- **Food**

Everyone eats, but not everyone eats the same things, and the differences in diet from one culture to the next can be very dramatic. You can let your students share their culture through food

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by inviting them to talk about or share dishes typical in their countries. To do this, have a cultural food fair or ask your students to prepare a national dish in a class presentation. If everyone in class gets a little taste, even better, just keep in mind *food allergies* that your students may have.

- **Holidays**

What better time to talk about traditional foods than during the holidays. Any holiday that pops up on the calendar is an excuse to celebrate any and all holidays from January to December. Ask each of your students to talk about a traditional holiday from their native culture. They can give information about the holiday itself as well as national and family traditions. The students in your class will enjoy sharing some of their traditions as well as hearing about those of their classmates.

- **Clothing**

Often another element of holidays or special occasions is *traditional dress*. It is not unusual for ESL students to bring some pieces of formal or traditional dress when they travel overseas to study. If you are teaching immigrants, your students also have a good chance of having these clothing items at home. You can invite your students to wear traditional clothing on a certain day or bring picture of themselves or others in traditional dress. Encourage each person to explain the significance of the different pieces, if any, and give an opportunity for everyone in class to ask questions.

- **Time**

While you are talking about holidays in your class, have another conversation about what people do in their free time. Generally, a person's schedule will be reflective of his or her values. Looking at the typical distribution of time can give an insight into what is important in a given culture. *Of the 168 hours in the week, how many do most people spend working? Studying? Going out with friends or spending quality time with family?* The answers to these questions and the differences from one culture to another will help your students understand and appreciate what their classmates' value.

- **Music**

While you are at it, does anyone in your class play a traditional instrument? That may not be all that common, but most students could probably play some popular music from their country for the class. Bring in an iPod dock and play a little rock and roll, then invite your students to share some of their music. Again, encourage open conversation and question among your students. Be sure to remind your class that national preferences vary as do personal preferences, and remind them to be sensitive to what their classmates share.

- **Money**

Why not bring culture into the classroom with a little show and tell? Set a day, perhaps at some point during a unit about business, to invite your students to bring in a sample of money from their native countries (which you should make note that they brought and make sure they bring home). Either collects all the money in one place or passes it around and let your students look at the coins and bills. Have them take note about whom or what is pictured on the money, and give your students a chance to talk about these people and things. By sharing stories about what is important enough to put on the country's currency, your students will gain another level of cultural understanding from their classmates.

• Traditional Stories

Traditional stories such as *folk tales* or *tall tales* are another way to bring culture and history into the classroom. You can have your students read English translations of traditional tales or have your students tell the stories to their classmates. By noticing who plays prominent roles in the stories and how they handle conflict, you and your students will see some more of what motivates and challenges a national group.

• Religion

Though religion is not necessarily a national value, allowing your students to share their religious beliefs and those that most members of their culture hold will also provide valuable opportunities for your students to understand one another. With a spirit of open-mindedness and acceptance, ask your students to share some religious practices or beliefs and allow the rest of the class to discuss the issues that may arise from the discussion. If everyone in your class can be tolerant of their classmate's beliefs, there is the potential for a very powerful and informative discussion on the topic of religion, simply *proceed with caution*.

• History

Often key events in a country's past will either establish or define that culture's values. You can give your students an opportunity to discuss significant events in their country's history, and if you do asking, them to explain how those events influence their people today will give you an insight into culture. If you have done other activities on culture, you may have already touched on these events when talking about holidays or money, but looking at things from a historical perspective can add another layer of understanding for your students.

• Family

Not only does a country hold particular values, but families also hold certain values that they pass on to their children. Allowing your students to share about their families can open the door to talking about the values that their families hold. Talking about these family values will also often lead to a discussion about the values of a people group. When opportunities arise for your students to talk about their families, encourage it and perhaps your students will learn a little more about one another.

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Chapter-56

Role of Teacher in Construction of Knowledge

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ABSTRACT

NCERT recognize that teachers play a key role in programs for students to construct their knowledge. This paper is intended to show the role of teachers in construction of knowledge. Teacher's role in establishing and constructing knowledge, co-operative, respectful working relationship is to ensure the success of students. In this paper, we shows that the role of teachers in the process of construction of knowledge, teacher have to play many roles like resource provider, instructional specialist, curriculum specialist, classroom supporter, learning facilitator, learning facilitator, mentor, school leader, data coach, catalyst for change and learner. Through this paper we focus on how teachers guide construction of knowledge in classrooms. We suggest that guidance hinges on the many kind of techniques teachers choose to engage students in. We propose several classroom techniques and varied role performed by teacher for the construction of knowledge and suggest these role playing particularly effective for knowledge construction.

INTRODUCTION

How do we learn? Watching a young child grow from infancy to toddlerhood, we marvel at the amount of learning that has allowed her to understand her expanding environment. Those early years provide the basis for language, physical dexterity, social understanding, and emotional development that she will use for the rest of her life. What a vast amount of knowledge is acquired before she sets foot in school. This child taught herself by gathering information and experiencing the world around her. Such learning exemplifies constructivism an idea that has caused much excitement and interest among educators. Constructivism emphasizes the importance of the knowledge, beliefs, and skills an individual brings to the experience of learning. It recognizes the construction of new understanding as a combination of prior learning, new information, and readiness to learn. Individuals make choices about what new ideas to accept and how to fit them into their established views of the world.

ROLE OF TEACHER IN CONSTRUCTION OF KNOWLEDGE

In the classroom or outside the classroom, every time and everywhere teacher plays a very crucial and important role in construction of knowledge.

Teacher helps as a teacher, guide, supervisor, mentor and a good friend in construction of knowledge. The ways teachers can lead are as varied as teachers themselves. Teacher leaders assume a wide range of roles to support school and student success and to impart knowledge.

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Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Because teachers can lead in a variety of ways, many teachers can serve as leaders among their peers. So what are some of the leadership options available to teachers? The following 10 roles are a sampling of the many ways teachers can contribute to their students for Construction of Knowledge.

- **Resource Provider**

Teachers help their colleagues and students by sharing instructional resources for construction of Knowledge. These might include Web sites, instructional materials, readings, or other resources to use with students. They might also share such professional resources as articles, books, lesson or unit plans, and assessment tools. Sachdeva becomes a resource provider when she offers to help Prinkna, a new staff member in her second career, set up her classroom. Sachdeva gives Carissa extra copies of a number line for her students to use, signs to post on the wall that explain to students how to get help when the teacher is busy, and the grade-level language arts pacing guide.

- **Instructional Specialist**

An instructional specialist helps colleagues and students implement effective teaching strategies. This help might include ideas for differentiating instruction or planning lessons in partnership with fellow teachers and will help them in Construction of Knowledge. Instructional specialists might study research-based classroom strategies; explore which instructional methodologies are appropriate for the school; and share findings with colleagues. When his fellow science teachers share their frustration with students' poorly written lab reports, Jamal suggests that they invite several English teachers to recommend strategies for writing instruction. With two English teachers serving as instructional specialists, the science teachers examine a number of lab reports together and identify strengths and weaknesses. The English teachers share strategies they use in their classes to improve students' writing and it help them in Construction of Knowledge.

- **Curriculum Specialist**

Understanding content standards, how various components of the curriculum link together, and how to use the curriculum in planning instruction and assessment is essential to ensuring consistent curriculum implementation throughout a school. If teacher makes aware about it it will help them to construct the Knowledge. Curriculum specialists lead teachers to agree on standards, follow the adopted curriculum, use common pacing charts, and develop shared assessments. Sachdeva, the world studies team leader, works with the five language arts and five social studies teachers in her school. Using standards in English and social studies as their guides, the team members agree to increase the consistency in their classroom curriculums and administer common assessments. Sachdeva suggests that the team develop a common understanding of the standards and agrees to facilitate the development and analysis of common quarterly assessments. It shows very good results in construction of knowledge.

- **Classroom Supporter**

Classroom supporters work inside classrooms to help teachers implement new ideas, often by demonstrating a lesson, co-teaching, or observing and giving feedback. Blase and Blase (2006) found that consultation with peers enhanced teachers' self-efficacy (teachers' belief in their own abilities and capacity to successfully solve teaching and learning problems) as they reflected on practice

and grew together, and it also encouraged a bias for action (improvement through collaboration) on the part of teachers. Marcia asks Yolanda for classroom support in implementing nonlinguistic representation strategies, such as graphic organizers, manipulative, and kinesthetic activities. Yolanda agrees to plan and teach a lesson with Marcia that integrates several relevant strategies. They ask the principal for two half-days of professional release time, one for learning more about the strategy and planning a lesson together, and the other for co-teaching the lesson to Marcia's students and discussing it afterward.

• Learning Facilitator

Facilitating professional learning opportunities among staff members and students is another role for teacher for construction of knowledge. When teachers learn with and from one another, they can focus on what most directly improves student learning. Their professional learning becomes more relevant, focused on teachers' classroom work, and aligned to fill gaps in student learning. Such communities of learning can break the norms of isolation present in many schools. Frank facilitates the school's professional development committee and serves as the committee's language arts representative. Together, teachers plan the year's professional development program using a back mapping model. This model begins with identifying student learning needs, teachers' current level of knowledge and skills in the target areas, and types of learning opportunities that different groups of teachers need. The committee can then develop and implement a professional development plan on the basis of their findings.

• Mentor

Serving as a mentor for novice teachers is a common role for. Mentors serve as role models accumulate new teachers to a new school; and advise new teachers about instruction, curriculum, procedure, practices, and politics. Being a mentor takes a great deal of time and expertise and makes a significant contribution to the development of a new professional. Ming is a successful teacher in her own 1st grade classroom, but she has not assumed a leadership role in the school. The principal asks her to mentor her new teammate, a brand-new teacher and a recent immigrant from the Philippines. Ming prepares by participating in the district's three-day training on mentoring. Her role as a mentor will not only include helping her teammate negotiates the district, school, and classroom, but will also include accumulating her colleague to the community. Ming feels proud as she watches her teammate develop into an accomplished teacher.

• School Leader

Being a school leader means serving on a committee, such as a school improvement team; acting as a grade-level or department chair; supporting school initiatives; or representing the school on community or district task forces or committees. A school leader shares the vision of the school, aligns his or her professional goals with those of the school and district, and shares responsibility for the success of the school as a whole. Joshua, staff sponsor of the student council, offers to help the principal engage students in the school improvement planning process. The school improvement team plans to revise its nearly 10-year-old vision and wants to ensure that students' voices are included in the process. Joshua arranges a daylong meeting for 10 staff members and 10 students who represent various views of the school experience, from non attendees to grade-level presidents. Joshua works with the school improvement team facilitator to ensure that the activities planned for the meeting are appropriate for students so that students will actively participate.

- **Data Coach**

Although teachers have access to a great deal of data, they do not often use that data to drive classroom instruction. Teacher leaders can lead conversations that engage their peers in analyzing and using this information to strengthen instruction. Carol, the 10th grade language arts team leader, facilitates a team of her colleagues as they look at the results of the most recent writing sample, a teacher-designed assessment given to all incoming 10th grade students. Carol guides teachers as they discuss strengths and weaknesses of students' writing performance as a group, as individuals, by classrooms, and in disaggregated clusters by race, gender, and previous school. They then plan instruction on the basis of this data.

- **Catalyst For Change**

Teacher leaders can also be catalysts for change, visionaries who are “never content with the status quo but rather always looking for a better way”. Teachers who take on the catalyst role feel secure in their own work and have a strong commitment to continual improvement. They pose questions to generate analysis of student learning. In a faculty meeting, Larry expresses a concern that teachers may be treating some students differently from others. Students who come to him for extra assistance have shared their perspectives, and Larry wants teachers to know what students are saying. As his colleagues discuss reasons for low student achievement, Larry challenges them to explore data about the relationship between race and discipline referrals in the school. When teachers begin to point fingers at students, he encourages them to examine how they can change their instructional practices to improve student engagement and achievement.

- **Learner**

Among the most important roles teacher leaders assume is that of learner. Learners model continual improvement, demonstrate lifelong learning, and use what they learn to help all students achieve. Manuela, the school's new bilingual teacher, is a voracious learner. At every team or faculty meeting, she identifies something new that she is trying in her classroom. Her willingness to explore new strategies is infectious. Other teachers encouraged by her willingness to discuss what works and what doesn't; begin to talk about their teaching and how it influences student learning. Faculty and team meetings become a forum in which teachers learn from one another. Manuela's commitment and willingness to talk about learning break down barriers of isolation that existed among teachers. Roles for All Teachers exhibit leadership in multiple, sometimes overlapping, ways. Some leadership roles are formal with designated responsibilities. Other more informal roles emerge as teachers interact with their peers. The variety of roles ensures that teachers can find ways to lead that fit their talents and interests. Regardless of the roles they assume, teacher leaders shape the culture of their schools, improve student learning, and influence practice among their peers.

CONCLUSION

We saw that the teacher play many types of roles to guide classroom interaction by shifting in good time from Grounding to Prospective and Critical level. We presume that in many cases attendance by the teacher to students' epistemic actions is necessary to help in construction of knowledge. Of course, the problem is that although attendance to students' epistemic actions is sometimes necessary, it is often very difficult to undertake. At any rate, we can conclude that construction of knowledge relies on how the teacher perform different types of roles, which teaching methods she

implements in these conditions, and to what extent she attends to students' epistemic actions in the classroom. The study of these aspects of teaching and their relations to construction of knowledge is a complex endeavor. It constitutes a program of research to which we are currently committed.

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Chapter-57

Role of Teacher in Construction of Knowledge

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ABSTRACT

This Paper focus on how teachers guide construction of knowledge in classrooms. We suggest that guidance hinges on the kind of dialogue teachers choose to engage students in. We propose several classroom dialogue types relevant for the construction of knowledge and suggest that critical dialogue is particularly effective for knowledge construction. We describe a lesson on probability conducted in a grade 8 classroom in order to illustrate how a teacher choose dialogue type, and to what extent she attends during dialogue to epistemic actions, which are constitutive of knowledge construction.

INTRODUCTION

This paper is about the role of teachers in the construction of knowledge. It continues an effort we initiated in the study of the construction of knowledge in different social settings. in classroom, the teacher's role during activities tends to be indirect. During dialogue phases, however, the teacher's role is often direct and thus easily observable. Therefore, dialogue phases are suitable for observing the teacher's guidance of students' construction of knowledge. The teacher's inputs into the dialogue, what she says, how she says it, her actions, and the ensuring dialogue types are components of guidance to the construction of knowledge that the teacher provides. in this paper we concentrate mainly on dialogue types. We propose the following distinct kinds of classroom dialogue, each referring to a different commitment:

- **Grounding Dialogue:** participants are committed to share common knowledge. The teachers presents a topic, often a new one and checks that students are acquainted with the subject to be treated and have the background knowledge needed to achieve the learning goals such as solving a task to be assigned and constructing new knowledge.
- **Prospective Dialogue:** The commitment here is to prepare to learning. The teacher clarifies the problem at stake and the goals to be attained and encourages the students to participate and state an initial point of view.
- **Critical dialogue:** Participants are committed to understand and accommodate divergent viewpoints.

They elaborate and develop new ideas, raise reasoned arguments, challenge each other's views. The teacher encourages all students to participate.

- **Reflective dialogue:** The participants are committed to integrate and generalized accepted arguments. They recapitulate actions and draw lesson from their experiences.

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- **Lesson delivery Dialogue:** Participants are committed to transmission of knowledge. The teacher presents a prepared lesson with explanation.

So, far our considerations are theoretical. They need to be illustrated. In the empirical part of this paper, we will analyze a classroom episode with the aim of showing how the teachers manage the discussion so as to determine the kinds of dialogue, in which the students will engage, in accordance with her goals, and some of the salient methods she implemented.

A CLASSROOM DISCUSSION

The classroom discussion to be considered occurred during a classroom lesson.

The four factors which we identified as the most satisfactory solution were:

- **Favouring cooperation;**
- **Directivity;**
- **Flexibility; and**
- **Focusing on the group.**

1. Favouring Cooperation

Behind the many different actions by which an educator may affect and govern interactions and communication in the classroom is her attitude toward cooperation in the local situation. Cooperative interactions are characterised by a relaxed climate and uncomplicated communication. This factor reflects the teacher's ability to elicit, welcome, and value contributions and opinions from the audience.

2. Directivity

This factor describes the educator's tendency to compel the audience to agree with her agenda and opinions. This attitude becomes more manifest as the teacher answers questions immediately without leaving time for reflection, talks incessantly, expresses personal opinions and interrupts interventions even when learners are on-topic; it is less manifest when she poses open questions.

3. Flexibility

A flexible attitude is manifested when the teacher values questions and comments even though they are not strictly on-topic, when she moves and speaks in fluid, fluent and variable ways, when she favours group discussion, and, since to be flexible does not mean going off-topic, this attitude also includes the ability to keep the focus on the main topic, for example by helping the participants to contribute to it.

4. Focusing On The Group

This factor hints to the educator's tendency to focus on the group and to maintain interpersonal contact with it. Among the behaviours that make such attitude manifest are to move around in the classroom, to use first names and to reuse the examples provided by the participants. These behaviours may also be viewed as signals of a low level of anxiety in the teacher, resulting in a greater capability on her part to focus on the group.

THE MANIFEST ATTITUDES OF THE LEARNER

Learners need to certain appropriate mental attitudes that favour the construction of knowledge. We focused on mental states that (1) may be considered preconditions of actual knowledge construction

and (2) may have an observable behavioural counterpart. Analytically, those that immediately come to mind are at least:

- **Attention:** To understand the contents of a lesson one needs to keep one's attention on the topic that are discussed or the actions that are or have to be performed. The attention level is therefore a manifestation and an indicator of the general attitude of a learner on group of learners.
- **Participation:** The level of participation in group interactions, discussion and material practices was the second indicator that we choose.
- **Understanding:** Learners have to understand the relevant conceptual and practical issues if they are to change their frames of reference, knowledge, and ways of thinking and acting. Understanding thus is a third indicator of the mental attitude that favour the construction of new personal knowledge.

THE RELATION BETWEEN THE EDUCATORS AND THE LEARNERS

Meaningful links are thus created from concepts that might otherwise appear abstract and unintelligible to real experiences that all participants share. This is one of the moments when the importance of cooperation in the collective and individual construction of knowledge shows most clearly.

When the participants have a degree of freedom in the management of the contents and of the overall agenda, they appear to be more inclined to pay attention to the ongoing interaction and they better understand the issues at hand. Our results also confirm that, as is assumed in the paradigm of self-directed learning (Brookfield 2009), the more the learners are allowed to participate responsibly, the better their attitude is toward the construction of knowledge.

Adult learners need to feel involved as active participants during the entire learning process and able to negotiate the relevant decisions with the rest of the group and with the educator (Merriam 2001). The perception, both individual and collectively shared, that they are entitled to as much freedom in deciding the learning goals and strategies as possible, makes them jointly responsible with the educator for the ultimate results of the endeavour. The learners thus feel that they are the actual focus of the process (self-centred, self-directed learning) and that the educator is, truly, a facilitator. This motivates not only to move toward the ultimate desired results, but first and foremost to entertain a positive attitude toward the situation and to participate in its proceedings.

WHAT SKILLS OF THE EDUCATORS' ARE THE MOST IMPORTANT?

Actually, any action that interrupts the expression of personal ideas may end up hampering learning: even if what a participant is saying is 'objectively' wrong or off-topic, it is important that the educator allows enough time for him to express it and for the rest of audience to understand and frame it. Sometimes, the best skill of the experienced educator is her use of silence.

The teacher can also reformulate a question to better frame it or to provide hints to the answer. The fear to be resisted here is that the audience may think that she just does not know what to say. Often, indeed, there is no right answer and the educator could only give her personal opinion; however, her goal should not be to have the audience agree only because they fail to see an alternative; furthermore, to provide an answer immediately would put them in a substantially passive role. The educator's goal, instead, is to construct an appropriate answer together with the audience: this may turn out to be different to what she would have thought in a different context, but what really matters is to let the participants develop and consider their own results and knowledge. Of course, the educator is there to help in this process and may provide her preferred solution at the end of it.

Another moment when the educator values the participants' contribution occurs when she welcomes a comment received and reframes or reformulates its contents, premises or consequences. After doing so, it also appears to be useful to ask the participant whether such reorganisation corresponds to what he actually meant. This way the participants become more aware of their individual and essential contributions to the construction of knowledge.

In the end, what appears to really matter is not to keep a close focus on or control of the topic at issue, but to maintain as strong a relation as possible with the ongoing psychological dynamics of the class.

THE FOUR INTERPERSONAL ATTITUDES

We used factor analysis to group the educators' behaviours into four main interpersonal attitudes: favouring cooperation, directivity, flexibility and focusing on the group. Each may be represented as a continuum ranging from 'seldom manifested' to 'continually manifested'.

• Favouring Cooperation

Behind the many different actions by which an educator may affect and govern interactions and communication in the classroom is her attitude toward cooperation in the local situation. Cooperative interactions are characterised by a relaxed climate and uncomplicated communication. This factor reflects the teacher's ability to elicit, welcome, and value contributions and opinions from the audience. Among the behaviours which we coded, those that most clearly manifest a cooperative attitude are: to welcome and reformulate or reframe the remarks made by the participants, to reformulate the questions posed by the audience so to let the participants find an answer by themselves, to leave participants time to reflect individually or collectively and intervene and to reuse the examples and remarks provided by the audience. A non-cooperative attitude is manifested by behaviours such as to talk incessantly, to make decisions that do not take the group's desires and opinions into account, and to be judgemental about the audience's interventions.

• Directivity

Leadership of a group may be exerted in different ways. This factor describes the educator's tendency to compel the audience to agree with her agenda and opinions. This attitude becomes more manifest as the teacher answers questions immediately without leaving time for reflection, talks incessantly, expresses personal opinions and interrupts interventions even when learners are on-topic; it is less manifest when she poses open questions.

• Flexibility

The teacher's agenda should take the learners' views into account. A flexible attitude is manifested when the teacher values questions and comments even though they are not strictly on-topic, when she moves and speaks in fluid, fluent and variable ways, when she favours group discussion, and, since to be flexible does not mean going off-topic, this attitude also includes the ability to keep the focus on the main topic, for example by helping the participants to contribute to it.

• Focusing on the group

This factor hints to the educator's tendency to focus on the group and to maintain interpersonal contact with it. Among the behaviours that make such attitude manifest are to move around in

the classroom, to use first names and to reuse the examples provided by the participants. These behaviours may also be viewed as signals of a low level of anxiety in the teacher, resulting in a greater capability on her part to focus on the group.

The first two factors, namely a cooperative orientation and a low directivity appear to be the most significant. The first alone accounts for as much as 29.10% of the total variance.

We are not suggesting that a list of behaviours like ours should be viewed as a recipe for success, that is, that it would be sufficient to reel off certain bodily movements or type of sentences, or to feign certain attitudes, to achieve professional success in the classroom. Experience may certainly help develop certain interactional routines, but a forced performance would probably be counterproductive. We believe that the general attitudes count more than the manifest behaviours: inasmuch as they have become part of how an educator views her professional world, her manifest moves will merely function as hints for the audience to move forward.

CONCLUSION

We saw that the teachers used types of dialogue to guide classroom interaction by shifting in good time from Grounding to Prospective and critical dialogue. In the discussion of events her critical dialogue skills and her lack of attention in reasoning. We presume that in many cases attendance by the teacher to students' epistemic actions is necessary to help in construction of knowledge. Of course, the problem is that although attendance to students' epistemic actions is sometimes necessary, it is often very difficult to undertake. At any rate, we can conclude that guidance in construction of knowledge relies on how the teacher design dialogue types, which teaching methods she implements in these dialogues, and to what extent she attends to students' epistemic actions in the classroom. The study of these three aspects of teaching and their relations to construction of knowledge is a complex endeavour. It constitutes a program of research to which we are currently committed. Thus teachers play an important role in the nation building by character building of the student. The best and the greatest profession in the world is that of a teacher, because the future of a nation depends upon the type of teacher who shape the future generations. Every teacher plays the most important role in shaping the students as enlightened citizen.

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Chapter-58

Rubrics as an Educational Innovation

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ABSTRACT

Instructors have many tasks to perform during the semester. Among those is grading, which can be subjective and unstructured. Time spent constructing grading rubrics while developing assignments benefits all parties involved with the course: students, teaching assistants and instructors alike. Sometimes referred to as a grading schema or matrix, a rubric is a tool for assessing student knowledge and providing constructive feedback. Rubrics are comprised of a list of skills or qualities students must demonstrate in completing an assignment, each with a rating criterion for evaluating the student's performance. Rubrics bring clarity and consistency to the grading process and make grading more efficient.

WHAT ARE RUBRICS?

A rubric is a scoring tool that explicitly represents the performance expectations for an assignment or piece of work. The descriptions of the possible levels of attainment for each of the criteria or dimensions of performance are described fully enough to make them useful for judgment of, or reflection on, progress toward valued objectives. A rubric divides the assigned work into component parts and provides clear descriptions of the characteristics of the work associated with each component, at varying levels of mastery. Rubrics can be used for a wide array of assignments: papers, projects, oral presentations, artistic performances, group projects, etc. Rubrics can be used as scoring or grading guides, to provide formative feedback to support and guide ongoing learning efforts, or both. A rubric identifies:

- **Criteria:** the aspects of performance (e.g., argument, evidence, clarity) that will be assessed
- **Descriptors:** the characteristics associated with each dimension
- **Performance levels:** a rating scale that identifies students' level of mastery within each criterion

Rubrics can be established for a variety of assignments such as essays, papers, lab observations, science posters, presentations, etc. Regardless of the discipline, every assignment contains elements that address an important skill or quality.

The rubric helps bring focus to those elements and serves as a guide for consistent grading that can be used from year to year.

ANATOMY OF A RUBRIC

All rubrics have three elements: objective, its criteria, and evaluation scores.

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• Learning Objective

Before creating a rubric, it is important to determine learning objectives for the assignment. What you expect your students to learn will be the foundation for the criteria you establish for assessing their performance. As you are considering the criteria or writing the assignment, you may revise the learning objectives or adjust the significance of the objective within the assignment.

• Criteria

When writing the criteria (i.e. evaluation descriptors) start by describing the highest exemplary result for the objective, the lowest that is still acceptable for credit, and what would be considered unacceptable. Be concise by using explicit verbs that relate directly to the quality or skill that demonstrates student competency. There are lists of verbs associated with cognitive categories found in Bloom's taxonomy (Knowledge, Comprehension, Application, Evaluation, Analysis, and Synthesis). These lists express the qualities and skills required to achieve knowledge, comprehension or critical thinking.

• Evaluation Score

The evaluation score for the criterion can use any schema as long as it is clear how it equates to a total grade. Keep in mind that the scores for objectives can be weighted differently so that you can emphasize the skills and qualities that have the most significance to the learning objectives.

TYPES OF RUBRICS

There are two main types of rubrics:

Holistic (simplistic) and Analytical (detailed).

Selecting your rubric type depends on how multi-faceted the tasks are and whether or not the skill requires a high degree of proficiency on the part of student.

• Holistic rubric

A holistic rubric contains broad objectives and lists evaluation scores, each with an overall criterion summary that encompasses multiple skills or qualities of the objective. This approach is more simplistic and relies on generalizations when writing the criteria. The criterion descriptions can list the skills or qualities as separate bullets to make it easier for a grader to see what makes up an evaluation score.

Sample holistic rubric

A Grade	B Grade
Always prepared and attends class Exceptional content knowledge Participates constructively in class Demonstrates initiative Seeks to understand and acknowledge others' thoughts Often reaches full potential if sufficiently challenged Class assignments have something extra about them	Usually prepared and attends class Excellent content knowledge Participates constructively in class Demonstrates initiative Seeks to understand and acknowledge others' thoughts Stretches to reach full potential Completes all class assignments; occasionally adds something extra

C Grade	D Grade
Sometimes prepared and attends class Average content knowledge Occasionally or only challenges thought when encouraged by others Assignments reflect average work Sometimes an active participant in class	Rarely prepared or attends class Low level of content knowledge Rarely participates constructively in class Assignments are late, incomplete, or not turned in at all Does not strive to reach potential

ANALYTICAL RUBRIC

An analytical rubric provides a list of detailed learning objectives, each with its own rating scheme that corresponds to a specific skill or quality to be evaluated using the criterion. Analytical rubrics provide scoring for individual aspects of a learning objective, but they usually require more time to create.

Sample Analytic Rubric

Criteria	50-59%	60-69%	70-79%	80-100%
Knowledge of forms, conventions, terminology, and strategies of literary texts	Demonstrates limited knowledge of forms, conventions, terminology, and strategies	Demonstrates some knowledge of forms, conventions, terminology, and strategies	Demonstrates considerable knowledge of forms, conventions, terminology, and strategies	Demonstrates thorough and insightful knowledge of forms, conventions, terminology, and strategies
Critical and creative thinking skills	Uses critical and creative thinking skills with limited effectiveness	Uses critical and creative thinking skills with moderate effectiveness	Uses critical and creative thinking skills with considerable effectiveness	Uses critical and creative thinking skills with a high degree of effectiveness
Communication of information and ideas	Communicates information and ideas with limited clarity	Communicates information and ideas with some clarity	Communicates information and ideas with considerable clarity	Communicates information and ideas with a high degree of clarity and with confidence
Spelling and grammar	Several errors	A few errors	Some errors	No errors

HOW TO DEVELOP AND USE RUBRICS EFFECTIVELY

It is suggestible for the beginners to seek guidance from either the experts or the ones who have been using rubrics. Following are some points to be considered while developing and using rubrics:

- Identify the learning outcomes of the given topic.
- Focus on key skills to be tested or developed.
- Indicate clearly, specific measurement of each sub-component of the given task.
- Further very clearly indicate the levels of measurement of each sub-component.

- Develop a different rubric for each assignment.
- Give students a copy of the rubric when you assign the performance task.
- Require students to attach the rubric to the assignment when they hand it in.
- When you mark the assignment, circle or highlight the achieved level of performance for each criterion.
- Include any additional comments that do not fit within the rubric's criteria.
- Decide upon a final grade for the assignment based on the rubric.
- Hand the rubric back with the assignment. If an assignment is being submitted to an electronic drop box you may be able to develop and use an online rubric. The scores from these rubrics are automatically entered in the online grade book in the course management system.

ADVANTAGES OF USING RUBRICS

Rubrics are important because they clarify for students the qualities their work should have. This point is often expressed in terms of students understanding the learning target and criteria for success. For this reason, rubrics help teachers teach, they help coordinate instruction and assessment, and they help students learn. Using a rubric provides several advantages to both instructors and students.

- **Grading consistency:** Grading according to an explicit and descriptive set of criteria that is designed to reflect the weighted importance of the objectives of the assignment helps ensure that the instructor's grading standards don't change over time. Grading consistency is difficult to maintain over time because of fatigue, shifting standards based on prior experience, or intrusion of other criteria.
- **Time saving:** Rubrics can reduce the time spent grading by reducing uncertainty and by allowing instructors to refer to the rubric description associated with a score rather than having to write long comments.
- **Ensure consistency across graders and reduce the bias:** Grading rubrics are invaluable in large courses that have multiple graders (other instructors, teaching assistants, etc.) because they can help ensure consistency across graders and reduce the systematic bias that can be introduced between graders.
- **Clear picture of the strengths and weaknesses of their class:** Used more formatively, rubrics can help instructors get a clearer picture of the strengths and weaknesses of their class. By recording the component scores and tallying up the number of students scoring below an acceptable level on each component, instructors can identify those skills or concepts that need more instructional time and student effort.
- **Helpful to students:** The criteria and performance-level descriptions in rubrics help students understand what the desired performance is and what it looks like. A rubric can help instructors communicate to students the specific requirements and acceptable performance standards of an assignment.
- **Helps teachers to teach:** To write or select rubrics, teachers need to focus on the criteria by which learning will be assessed. This focus on what you intend students to *learn* rather than what you intend to *teach* actually helps improve instruction. Without clarity on outcomes, it's hard to know how much of various aspects of the content to teach. Rubrics help with clarity of both content and outcomes.
- **Rubrics help coordinate instruction and assessment:** Most rubrics should be designed for repeated use, over time, on several tasks. Students are given a rubric at the beginning of a unit of instruction or an episode of work. They tackle the work, receive feedback, practice,

revise or do another task, continue to practice, and ultimately receive a grade—all using the same rubric as their description of the criteria and the quality levels that will demonstrate learning. This path to learning is much more cohesive than a string of assignments with related but different criteria.

CONCLUSION

It is concluded that, a rubric is a scoring guide composed of criteria used to evaluate performance, a product, or a project. For instructors and students alike, a rubric defines what will be assessed. They enable students to identify what the instructor expects from their assignment submission. It allows evaluation according to specified criteria, making grading and ranking simpler, fairer and more transparent. The “evaluation” aspect of assessment is accomplished by matching student work with the description, not by making immediate judgments.

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Chapter-59

Academic Achievement of Students with Different Learning Styles

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ABSTRACT

Learning style refers to the ability of learners to perceive and process information in learning situations. One of the most important uses of learning styles is that it makes it easy for teachers to incorporate them into their teaching. There are different learning styles. Four of the most popular ones are visual, auditory, read & write and kinesthetic in which students take in information. It is conducted on four learning styles-visual, auditory, read& write and kinesthetic (VARK). It also tries to find out relation and effect of different learning styles on academic achievements of students. Experts assert that individuals enjoy various learning styles. In many cases what is being taught has a less impact on learners' achievement than the way materials are presented. In other words, learning styles make an important component in the learning environment.

INTRODUCTION

Learning style can be described as a set of factors, behaviours and attitudes that facilitate learning for an individual in a given situation. It is the ability of learners to perceive and process information in learning situations. Learning style is the characteristic cognitive, affective, social, and physiological behaviours that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment. Learning styles can be defined, classified, and identifies in many different ways. Generally, they are overall patterns that provide direction to learning and teaching. Learning style can also be described as a set of factors, behaviours and attitudes that facilitate learning for an individual in a given situation. Styles influence how students learn, how teacher teach, and how the two interact. Each person is born with certain tendencies toward particular styles, but these biological or inherited characteristics are influenced by culture, personal experiences, maturity level and development. Academic achievement represents performance outcomes that indicate the extent to which a person has accomplished specific goals that were the focus of activities in instructional environments, specifically in school, college, and university. School systems mostly define cognitive goals that either apply across multiple subject areas (e.g., critical thinking) or include the acquisition of knowledge and understanding in a specific intellectual domain (e.g., numeracy, literacy, science, history). Therefore, academic achievement should be considered to be a multifaceted construct that comprises different domains of learning. Because the field of academic achievement is very wide-ranging and covers a broad variety of educational outcomes, the definition of academic achievement depends on the indicators used to measure it.

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Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. Students can prefer one, two, or three learning styles. Because of these different learning styles, it is important for teachers to incorporate in their curriculum activities related to each of these learning styles so that all students are able to succeed in their classes.

REVIEW OF LITERATURE

- Dunn and Dunn (1978), only 20-30% of school age children appear to be Auditory learners, 40% are visual learners, and 30-40% is tactile/kinesthetic or visual/tactile learners.
- Barbe and Milone (1981) stated that for school children the most frequent modality strengths are visual (30%) or mixed (30%), followed by auditory (25%), and then by kinesthetic (15%).
- Price, Dunn, and Sanders (1980) found that very young children are the most tactile/kinesthetic, that there is a gradual development of visual strengths through the elementary grades, and that only in fifth or sixth grade can most youngsters learn and retain information through the auditory sense.
- Carbo (1983) investigating the perceptual styles of readers, found that good readers prefer to learn through their visual and auditory senses, while poor readers have a stronger preference for tactile and kinesthetic learning.

THE VARK MODALITIES

The acronym VARK stands for Visual, Aural, Read/write, and Kinesthetic sensory modalities that are used for learning information. Fleming and Mills (1992) suggested four modalities that seemed to reflect the experiences of the students and teachers. Although there is some overlap between them they are defined as follows.

Visual (V): This preference includes the depiction of information in maps, spider diagrams, charts, graphs, flow charts, labelled diagrams, and all the symbolic arrows, circles, hierarchies and other devices, that people use to represent what could have been presented in words. This mode could have been called Graphic (G) as that better explains what it covers. It does NOT include still pictures or photographs of reality, movies, videos or PowerPoint. It does include designs, whitespace, patterns, shapes and the different formats that are used to highlight and convey information. When a whiteboard is used to draw a diagram with meaningful symbols for the relationship between different things that will be helpful for those with a Visual preference. It must be more than mere words in boxes that would be helpful to those who have a Read/write preference.

Aural / Auditory (A): This perceptual mode describes a preference for information that is “*heard or spoken.*” Learners who have this as their main preference report that they learn best from lectures, group discussion, radio, email, using mobile phones, speaking, web-chat and talking things through. Email is included here because; although it is text and could be included in the Read/write category (below), it is often written in chat-style with abbreviations, colloquial terms, slang and non-formal language. The Aural preference includes talking out loud as well as talking to oneself. Often people with this preference want to sort things out by speaking first, rather than sorting out their ideas and then speaking. They may say again what has already been said, or ask an obvious and previously answered question. They have needed to say it themselves and they learn through saying it – their way.

Read/write (R): This preference is for information displayed as words. Not surprisingly, many teachers and students have a strong preference for this mode. Being able to write well and read widely are attributes sought by employers of graduates. This preference emphasizes text-based input and output – reading and writing in all its forms but especially manuals, reports, essays and assignments. People who prefer this modality are often addicted to PowerPoint, the Internet, lists, diaries, dictionaries, thesauri, quotations and words, words, words... Note that most PowerPoint presentations and the Internet, GOOGLE and Wikipedia are essentially suited to those with this preference as there is seldom an auditory channel or a presentation that uses Visual symbols.

Kinesthetic (K): By definition, this modality refers to the “perceptual preference related to the use of experience and practice (simulated or real).” Although such an experience may invoke other modalities, the key is that people who prefer this mode are connected to reality, “either through concrete personal experiences, examples, practice or simulation” [See Fleming & Mills, 1992, pp. 140-141]. It includes demonstrations, simulations, videos and movies of “real” things, as well as case studies, practice and applications. The key is the reality or concrete nature of the example. If it can be grasped, held, tasted, or felt it will probably be included. People with this as a strong preference learn from the experience of doing something and they value their own background of experiences and less so, the experiences of others. It is possible to write or speak kinesthetically if the topic is strongly based in reality. An assignment that requires the details of who will do *what* and *when*, is suited to those with this preference, as is a case study or a working example of what is intended or proposed.

Visual

- Visual learners prefer the use of images, maps, and graphic organizers to access and understand new information.

Auditory

- Auditory learners best understand new content through listening and speaking in situations such as lectures and group discussions. Aural learners use repetition as a study technique and benefit from the use of mnemonic devices.

Read & Write

- Students with a strong reading/writing preference learn best through words. These students may present themselves as copious note takers or avid readers, and are able to translate abstract concepts into words and essays.

Kinesthetic

- Students who are kinesthetic learners best understand information through tactile representations of information. These students are hands-on learners and learn best through figuring things out by hand (i.e. understanding how a clock works by putting one together.)

PRESENT STUDY

The purpose of this study therefore is to investigate the learning styles, teaching strategies and their influence on academic achievement. The researcher is also interested in finding out whether any particular teaching strategy style will match a particular learning style more so when previous research findings have shown that the match of teaching and learning styles can improve tertiary education students' academic achievement (Arthurs, 2007; Felder & Brent, 2005; Rogers, 2009) and exert positive influence on their motivation of and attitudes toward study (Bell, 2007; Tulbure, 2012). Hence the researcher's choice of active learning strategies is to ensure that the different learning styles were

addressed for academic achievement and the attainment of Student Learning Objectives (SLOs). An SLO according to this study refers to a statement of what a learner is expected to know, understand and/or be able to demonstrate at the end of a period of learning (Kennedy, Hyland, & Ryan, 2012).

LEARNING STYLES, TEACHING STRATEGIES, STUDENT LEARNING OUTCOMES AND ACADEMIC ACHIEVEMENT

Some investigators confirmed that the alignment of teaching strategies and learning styles has a positive impact on the academic achievement of students. For example, Tulbure (2012) found significant differences between the achievement scores obtained by three categories of learners (convergers, divergers and accommodators) from two faculties of a Romanian University after the cooperative learning strategy was implemented. Similarly, Damrongpanit and Reuntragru (2013) reported significant differences between different matching conditions of students' learning styles and teachers' teaching styles after comparing the academic achievement of 3,382 ninth-grade students. In addition, Al-Saud (2013) revealed a significant difference in the mean values of GPA in relation to the first-year dental students' learning style preferences with students who have a single learning style preference having a lower mean GPA than those with multiple (quad-modal) learning style preferences. Evidence also abounds that matching teaching strategies and learning styles has a positive impact on the academic achievement and learning outcomes and that the match of teaching and learning styles in tertiary learners' second language acquisition can effectively improve students' achievement (Arthurs, 2007; Liu & He, 2014); motivation (Bell, 2007) and attitudes toward learning (Felder, 1996). On the other hand, a number of studies have revealed that matches between students' learning styles and instructional strategies did not affect the students' learning performance (Akdemir&Koszalka, 2008; Fardon, 2013; Massa & Mayer, 2006). Thus, the issue of matching learning styles with teaching strategies and the effect on academic performance continues to be inconclusive, hence there is need for further investigation. Previous research findings suggest that the match of teaching and learning styles will promote the learning and educational effectiveness. "If the two types of styles are consistent, it's obvious The Caribbean Educational Research Journal 49 that the teacher's teaching styles match with the students' learning style, otherwise, they mismatch or unmatched" (Liu, 2007). Despite the fact that these academic-related variables have received a considerable degree of attention within the educational literature over the past two decades, not much was done to find out the learning styles of the Psychology students at the UWI, Cave Hill Campus, and the influence that this may have on their academic achievement and learning outcomes.

CONCLUSION

There are different learning styles such as VARK (Visual, Aural, Read/write, and Kinesthetic) which promote innovative and effective pedagogy in classroom. Some students are visual learners, while others are auditory or kinesthetic learners. Visual learners learn visually by means of charts, graphs, and pictures. Auditory learners learn by listening to lectures and reading. Kinesthetic learners learn by doing. This kind of learning styles may affect the Academic achievements of students.

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Chapter-60

Blended Learning Facilitating Change in Education

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ABSTRACT

Blended learning is an intentional integration of traditional and online learning in order to provide educational opportunities that maximize the benefits of each mode of delivery and thus effectively facilitate student learning. This paper provides a snapshot of some of the dominant trends in the ever evolving blended learning landscape, and takes a look at how innovative approaches are boosting achievement of students in classrooms. The most important trend we see is a shift toward placing students firmly at the center of the learning process, enabled by blended learning approaches, and as this paper will show, there are multiple reasons to adopt this new paradigm.

INTRODUCTION

New trends in education have emerged around the world urged by the tremendous technological advances that took place during the last 20 years. Thus, universities and other educational institutions have to reconsider their traditional methodologies and attempt to put new trend into immediate application where appropriate in their systems. Blended learning is one trend that is becoming widely used for many reasons. As a result of the advancement in communication and network technologies, more innovative instructional delivery and learning solutions have emerged in order to provide meaningful learning experiences for learners in academic settings. Blended instruction is one of the various methods being used to deliver meaningful learning experiences. The use of blended instruction is growing rapidly because instructors believe diverse delivery methods may significantly enhance learning outcomes as well as increase student satisfaction from the learning experience.

WHAT IS BLENDED LEARNING?

Blended learning (BL) or (sometimes called hybrid) education has been defined in many ways and by different authors. However, almost all definitions shared the core concept of BL which is mixing two components: face-to-face teaching and online education.

Rossett and Frazee (2005) believe that blended learning “integrate seemingly opposite approaches, such as formal and informal learning, face to-face and online experiences, directed paths and reliance on self-direction, and digital references and collegial connections, in order to achieve individual and organizational goals.”

Graham (2006) sounds more optimistic. He states that regardless of what we decide to call blended learning in the future, the phenomenon of blended learning is here to stay. Thus, it is crucial

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that we understand how to create effective blended learning experiences that incorporate both face to face and computer-mediated elements.

Sharma (2010) gives three relevant definitions for BL. The first definition combines face-to-face and online teaching, whereas the second definition includes a combination of technologies. Finally, it is as a combination of methodologies regardless of the learning technology used. It might seem that many authors have harmonious definitions of BL and have reached a consensus regarding its basic concepts.

IMPLEMENTATIONS ON THE BASIS OF RESEARCHES

The researcher Edelman (2013) gave valuable advices for designing and implementing blended course such as:

- Use an existing face-to-face course as the basis for the blend.
- Use the context (campus limitations, infrastructure) to promote the use of blended learning.
- Begin with instructors that are willing, even if they are not technology oriented.
- Trained instructors will help you promote the blended learning idea to other courses.
- Students and instructors will change the roles they have in a face-to-face classroom.
- A large-scale project is achieved step-by-step; therefore clear goals per year are necessary.
- Add technological changes gradually. You cannot juggle with too many variables at the same time.

In addition, it is necessary to make the students aware of the time management issues that can interfere with the learning process. Students should be encouraged to take more control over some aspects of the learning environment.

BENEFITS AND CHALLENGES

Teachers who advocate integrating modern technologies into traditional teaching can talk for hours about the benefits of BL for students, teachers, and academic institutions. On the other hand, we find many educators and learners who prefer to dig their heels in and refuse to give up the 'good old' ways of education.

As a matter of fact, BL has many benefits that no one can deny. One major benefit is its flexibility and unconventionality. It offers a margin of freedom for learners to work independently for a while away from the traditional everyday classroom setting. Students can enjoy the luxury of working at their own convenience anywhere they like. This is very alluring especially for learners who come from a traditional education background. It is a way for breaking out of the traditional "chalk and talk" learning environment and living a totally new educational experience.

Another important benefit for BL learning is that it offers the advantages of mixing both online and traditional classroom education. The blend can provide a well-balanced learning environment allowing the two methods of learning to mix and make up for the shortcomings of each method. Akkoyunlu and Soylu (2004) state that the weaknesses and strengths of online environment and the weaknesses and strengths of face-to-face education integrate in blended learning.

Rastegarpour (2011) also argues that "BL provides various benefits over using any single learning delivery medium alone. A single delivery mode inevitably limits the reach of a learning program or critical knowledge transfer. Whereas, a virtual classroom is inclusive of remote learner"

A benefit for BL is that it offers a variety of learning methods. It is more likely that learners will learn better when the methods of learning are varied and when the routine of the learning process does no longer exist. In addition, blended learning has a lot to offer for learners with different learning

styles, different needs, different levels and speed. Therefore, the blended approach might be a better learning environment for different learners.

Singh (2003) indicates that a single delivery mode limits the reach of a learning program or critical knowledge transfer in some form or fashion. Therefore, combining different delivery modes has the potential to balance out and optimize learning.

Biligin (2013) mentions that if students use an online program for the first time, they will show a lot of discontent especially if they are not used to it. It seems that although students today are very technology oriented in their daily lives, they may not be as eager in their learning (cited in Hockly, 2014). Another major challenge that might face BL education is the teachers themselves and their reluctance to indulge in technology and integrate it in their teaching. Many teachers especially those from older generations are hesitant when they are asked to use technology in their classes. Some feel threatened that their lack of technological abilities will be easily exposed by their tech-savvy students (Prensky 2001).

WEAKNESS

- Blended learning is not suitable for students with very poor language level because it is hard for them to cope with the online part and do all the assignments on their own.
- Face to face classes per week are not enough.
- Students are not used to being independent and need the teacher to be there all the time not only half the time.
- There is no strict control over the online part, so students do not feel the urge for going online and doing what they have to do. Therefore, there is a big chance of procrastination and cramming later on.
- Access to the internet is not available in all students' homes, and not all students have laptops or other devices that enable them to do the online part.
- Studying alone is boring and not very encouraging.
- Some students do not have the technological and the language competency to deal with the online component.
- BL causes a lot of distraction for the student.
- BL makes the students neglect other courses they are studying because it needs a lot of time and effort.
- The blended learning does not allow the students to see their teachers very often.

CONCLUSION

Therefore, educators, supported by their organizations, should take this issue seriously and take the initiative to change and work harder to develop their technological skills in order to fit in the new teaching environment. Finally, other factors might play a role in the success or failure of any blended learning environment, such as learners' background and readiness, course design, instructor, access to technology and so forth. Finally, BL is not a quick fix to educational challenges or a magic wand that can suit any course and any context and make it successful in no time. On the contrary, designing a BL course that will suit the needs and expectations of the learners, satisfy them, and add to their learning experience is a challenging job that should not be taken lightly.

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Chapter-61

Blended Learning and Communication Skills

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Abstract

Blended learning has many different forms and will continue to evolve as new model but as an approach that shares the ultimate goal of the provision of better educational experiences and outcomes. Globalization and technology are continually altering our views of education and offering new opportunities for learning and engagement in life. Technology such as web conferencing, the Ultra net, blogs/wikis, virtual worlds and online gaming and mobile devices such as I Pads, mobile phones, digital cameras and voice recorders are changing the way teachers teach and the way students learn. Technology enables learning to extend beyond the classroom walls and facilitates better access to learning resources. It also supports the creation of partnerships with the wider school community and equips learners with contemporary skills necessary for successful participation in life. Blended learning approaches have amplified the need for school leaders, teachers, students and the wider community to take advantage of learning opportunities afforded through improved personalization, collaboration, and communication enabled by learning technologies.

INTRODUCTION

This paper provides an overview of blended learning definitions, models, and includes some examples of blended learning activities and projects. It concludes with some considerations for the future implementation and/or maximization of learning opportunities from such approaches in schools. We live in a connected world with unparalleled access to a vast array of online information and experiences. Our children are growing up in a world where excitement and opportunities are just a screen touch away. For many educators and trainers, a blended learning approach provides innovative educational solutions through an effective mix of traditional classroom teaching with mobile learning and online activities. But what is “Blended Learning” and what does it mean for students, Teachers, Parents, School Principals and the Education system. How do we harness these resources to enrich the educational experiences for our students? How do we tap into this knowledge bank to provide relevant education and vocational training experiences for our youth?

Can we use this connectivity to build online communities for isolated students and adults in rural and remote areas?

Does this technology have the potential to overcome disabilities and provide equality of educational opportunity for all? Blended learning is really no more than a combination of all of these approaches. For some teachers, blended learning is describing what they’ve been doing successfully for years:

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that is, using a range of resources and activities to provide individualized, student-centered learning experiences for their students. The real difference today is the unparalleled access to the internet with its rich sources of information and services and more importantly, the connectivity it offers students and teachers, particularly the ability to create online communities and support networks. In addition, there is a growing use of mobile technologies such as flip cameras, voice recorders, mobile phones. They are not comfortable with nor do they fully understand the technologies and media that their students use every day, or the potential that these can offer their learners. Most people agree that blended learning combines teaching and learning methods from face-to-face, mobile and online learning and that it includes elements of both synchronous and asynchronous online learning options. The integration of new mobile technologies and online media is proving highly effective in helping schools meet the expectations of 21st century learners while addressing the challenges of limited resources and the special needs of many students.

WHAT IS BLENDED LEARNING?

Blended learning refers to the planned implementation of a learning model that integrates student-centered, traditional in-class learning with other flexible learning methodologies using mobile and web-based online (especially collaborative) approaches in order to realize strategic advantages for the education system.

These advantages might include cost benefits, increased access to Educational opportunities, flexibility of workforce deployment, and so on.

Blended Learning Defined in a National and International Context “The concept of blended learning is rooted in the idea that learning is not just a one-time event-learning is a continuous process. Blending provides various benefits over using any single learning delivery medium alone”. Singh (2003)

Blended learning is currently conceived as the combination of technology and traditional face to face instruction. (Stacey and Mackey, 2009).

In general terms Blended learning combines online delivery of educational content with the best features of classroom interaction and live instruction to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners. “Blended learning should be viewed as a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment, rather than a ratio of delivery modalities. Some blended learning practitioners worry about the appropriate allocation of time between traditional face-to-face teaching and learning, and extending learning beyond the classroom walls with mobile and online technologies. What is important is finding the right mix or blend that serves each students needs. Blended learning comes in many guises although each application has the essential ingredients of classroom delivery plus mobile learning and web content with the added inclusion of interaction with community members and other subject matter experts plus opportunities for sharing and learning with peers. In essence, there is a blending of flexible teaching and learning approaches that include student-teacher, student-student, student-community interactions and feedback.

According to Bonk and Graham (2006), Blended learning should be approached as a fundamental redesign of the instructional model with the following characteristics:

- A shift from teacher-centered to student-centered instruction in which students become active and interactive learners (this shift should apply to the entire course, including face-to-face contact sessions)

- Increases in interaction between Teacher-student, student-student, student-content, and student-outside resources
- Integrated formative and summative assessment mechanisms for students and teachers.
- Free class time for richer, reflective and more creative activities which engage students and help them to learn more deeply than has happened previously.

IS BLENDED LEARNING FOR EVERYBODY?

Blended learning comes in many shapes and sizes – there is no right way or wrong way, no correct formula or ratio of face-to-face, online time and self-paced activities in and beyond the classroom. Each approach is based on the needs of the students, the curriculum and the resources available.

Is Blended Learning Different from Distance Education?

Distance education offers one form of blended learning. Traditionally distance education provision has been predominantly for students who through their geographical isolation have not been able to attend classes. Distance education providers were early adopters of ICT in education, video and now the full range of communications and online technologies (including online conferencing, social media websites, wikis/blogs, email and virtual worlds). The increased integration of ICT into distance education provision has broadened the scope of delivery to include learners who choose not to attend classroom education as well as those who don't have the choice through their personal circumstances e.g. ill health working in groups and during problem-solving and decision-making activities. The projects supported teachers in schools by building capacity to provide full curriculum coverage for all students and to work together to optimize learning opportunities for all students whilst minimizing disadvantage (rural/remote students, indigenous students, students with disabilities, and disengaged learners etc.).

- Student learning outcomes, in listening and speaking, reading and writing
- Student attitudes and levels of engagement
- Student and teacher confidence and capability in using ICTs
- Communication and collaboration between students and teachers
- Classroom behavior improved with more students staying on task
- School community, family and friends were able to get involved in the learning
- Increased interest in using Chinese to communicate with other learners and native speakers
- Wiki served well as a resource centre especially for the younger students to get access to the audio and video resources beyond the language classroom
- Students showed greater initiative and independent learning
- Teachers increased their knowledge and confidence.
- Skills involved, including music composition, and digital audio editing
- More assistance to schools in training and supporting teachers in all the key elements of the project within a short time frame.
- Students undertaking creative composition tasks to apply the knowledge learnt from the video conferences
- Students used online tools such as blogs and shared documents to reflect and discuss their learning's with their peers
- Teachers relinquished their leadership role and allowed the students to explore their own ways of personalizing their learning with the new technology
- Collaborative nature in which the students created project tasks led to better quality learning outcomes and multi skilling (i.e. questioning, prompting discussion, reflection, speaking etiquette)

BLENDED LEARNING APPROACHES ENHANCE LEARNING OUTCOME THROUGH

- Inclusion of more differentiated/ personalized instruction
- Increased access to resources, experts and learning opportunities
- More authentic and student driven tasks being incorporated into the curriculum
- Higher student engagement
- Greater opportunities for collaboration (especially beyond the classroom and involving the wider school community)
- Better access to infrastructure and, anytime, anywhere learning.
- Assisted both teachers and students to achieve better outcomes through flexible access to content instruction and experts.

It enabled their work to expand beyond the classroom boundaries and provided students with the means to document and reflects on their learning, and share and validate their learnings through their personal networks. By using such tools as digital portfolios, films, and games they were able to create evidence that demonstrated deeper conceptual understanding, enquiry and knowledge. The technology not only allowed the students to further develop their ICT skills, the more exciting methods of communicating also helped enhance their communication skills. Students who were previously reluctant to engage in conversation began talking more freely when speaking with other students from different schools.

ADVANTAGES OF BLENDED LEARNING ON COMMUNICATION SKILLS

From a pedagogical perspective, blended learning aims to incorporate the best aspects of face-to-face classroom learning experiences with the best of mobile and online learning experiences.

This allows:

- An opportunity for students to practice technology skills in navigating online course materials and creating their own digital content for assessment
- An increase in student-teacher and student-student interaction through the use of communication tools like discussion forums, blogs and shared web content on the electronic whiteboard
- The ability to reserve face-to-face time for interactive activities, such as higher-level discussions, small group work, debates, demonstrations, or lab activities.
- Flexibility and the freedom to learn anytime, anywhere
- Some level of control over the pacing of their learning. Difficult concepts can be reviewed as often as necessary
- More engaging content that they can create and use their own initiative, and networks to shape
- The opportunity to engage and draw on expertise that would otherwise not be available to them without costly travel, such as virtual conferencing.

CHALLENGES IN IMPLEMENTING BLENDED LEARNING STRATEGIES

The Projects have identified a number of challenges for teachers and students to implementing blended learning strategies:

- Developing blended pedagogy.
- Teacher support and professional development.
- Technological challenges.
- Student preparation/support and transition.

- Assessment considerations.
- Culture and innovation.

ONLINE LEARNING (2008)

Teaching using a blended approach can be challenging for some as it may require the acquisition of different teaching skills, re-designing the curriculum and the inclusion of new teaching and learning opportunities, managing the learning content both online, in-class and beyond the classroom walls, and preparing students to work in blended modes. Most negative feelings towards blended forms of learning tend to be generated by poorly designed approaches. It takes a great deal of thought and careful planning to deliver a quality learning experience regardless of the mode of delivery. Adopting a Blended learning approach must start with a re-examination of the intended learning outcomes. The Teacher needs to design learning activities that support these intended learning outcomes, personalize or differentiate learning and then integrate these activities effectively with the required assessment tools.

Teachers should prepare their students for the blended learning style and discuss the new roles and responsibilities.

TEACHER SUPPORT AND PROFESSIONAL DEVELOPMENT

Feedback indicated the capacity for teachers to incorporate new technologies into teaching and learning programs may be limited without an expanded time commitment, and better support from IT staff and additional professional development. Professional development options to be considered include adding new competencies to the curricula, assessment schemes more suited to blended delivery, and graduate training to encourage blended teaching and learning approaches across all curriculum areas. Other options might include motivating and/or rewarding teachers for the innovative use of blended learning approaches to improve student outcomes plus support from peers and technical experts. Teacher training needs to include and refine competencies of teachers in taking on a more facilitative role: skills such as questioning, creativity, observation, differentiation/scaffolding, and facilitating collaboration and networking opportunities.

SUPPORT FOR STUDENTS

- Students also required additional assistance in understanding internet protocols especially those of cyber safety and intellectual property. Intercultural understanding was also an area that required guidance. Reflection was encouraged, so students could go back to revisit their products such as podcasts and refine them.
- Teachers were able to assess many more skills than just traditional literacy (e.g. reading, writing) in activities such as digital story creation e.g. group work, media literacy and technical editing skills
- Technologies that enabled frequent feedback.
- Engaging students in creating their own podcasts, films and games allowed teachers to assess deeper conceptual thinking and creativity monitoring using ICT was often instantaneous and timely, collaboration and peer review.
- Assessment criteria.
- The public nature of students work.
- Leadership and Peer Support

Teachers involved in these projects reported receiving encouragement from their school leadership and peers. Some principals came to visit the classrooms, provided extra time release, and promoted

the projects. Peers showed support by showing interest in the project, providing encouragement/assistance, and by creating an expectation that there would be a flow-on effect across the school. This raised expectations, empowered teachers and students, contributing to better outcomes.

AN INNOVATIVE CULTURE

A culture that encouraged innovation was typical for the success of these blended learning projects. In general the culture was accepting of change and risk and looked to overcome issues and to challenge students to do better.

SUMMARY AND CONCLUSIONS

Adopting a Blended learning approach offers the appeal of combining different learning elements using the power of ICT while retaining a human touch. A blended learning model should describe a planned and deliberate educational activity that integrates student-centered learning, classroom-based teaching and learning with mobile and web-based online approaches based on individual learners and their specific needs. There is a growing world-wide trend in initiatives that are explicit about the availability of learning anywhere, anytime. The underpinning notion is that teachers will need to be up-skilled quickly to cope with the virtual learning opportunities in the classroom.

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Chapter-62

Education and Values

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ABSTRACT

Values are standards or principles considered important in life. They come from within and also by practicing. They are the foundation of human existence. Without the knowledge of values society cannot sustain. Values tell a man to differentiate between good and bad, what one should do and what one should abstain from. They make our life meaningful. Due to dearth of values in the present generation the curriculum must give prominence to value education. Value education has never been out of style. It is very relevant in almost all the fields concerning human activity. Values Education refers to the aspect of the curriculum that is designed to enable pupils to learn about and experience the school's or setting's values. This includes lessons, activities and assemblies that support the learning about values. Values Education helps students understand what values are. It establishes a parallel system of student achievement based on their values and behaviour, complementing the more limited assessment of academic attainment. A nation with atomic power is not a strong nation but a nation with people with strong character is indeed a strong nation. Therefore, for the sustainable human development as well as for the social growth, there is a need of value based education, spiritual education, ethical education, as well as need based education. Besides sustainable educational system, the special focus should be on inclusive growth with inclusive educational policies and programmes.

Any human activity, thoughts or ideas, feelings, sentiments or emotions that could promote self-development of the individual in all its dimensions could be said to constitute a value. Values are nothing but qualities, characteristics, or ideas about which we feel strongly. Our values affect our decisions, goals and behaviour. A value defines what is of worth, what is beneficial, and what is harmful. Values are standards to guide your actions, judgments and attitudes.

Values-based Education is an approach to teaching that works with values. It creates a strong learning environment that enhances academic attainment, and develops students' social and relationship skills that last throughout their lives.

Education opens our mind, but value based education (VBE) gives us purity of heart too; education extends our relationship with the world, but value based education link us with our own family members too; education makes our living

better, but value based education makes our life better too; education teaches us to complete with others, but value based education encourages us to be complete too; educational makes us a good professional, but value based education makes us whole human too; education may bring limitations but value based education is for liberation.

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From Vedic age value education is continuously followed in India and is guiding all of us. The important thing is “Values”. The philosophy of values is truth, beauty and goodness, better known as Satyam, Shivam and Sundaram. Therefore, values are norms of behaviour, habit and attitude for a happy life. Value education is such a concept which refines human behaviour which gives truth, love, beauty, self-control and respect to all and dignity of labour. The value based education was originated in Vedic age. In Gurukul education system value education started with Pita Devo Bhava, Mata Devo Bhava, Acharya Devo Bhava and Atithi Devo Bhava. It means that father, mother, teacher and guest should be respected as God. We know that father and mother is the first teacher of one’s life, then teacher formally imparts education. Salute to them means one starts his behavioural attitude with respect to seniors and then to others like guests. Here, guest means other than father, mother and teacher who comes in contact. The impact of value education can be described in the following way: Om sahana baabatu, sahanoi vunaktu, saha bijyiong karabawabahai, tajaswaniawadhitamantu, ma bidwaashahai, Om shanti shanti shanti. It means we protect each other, we always maintain tolerance, and we take our food by assembling and pray to the Almighty to increase our vigour. For keeping peace we leave envying nature. We pray to the Almighty for all round development. Education gives wisdom. Morality and spiritualism are the essential components of wisdom.

Values are essential in all fields of education, religion, politics and society. For restructuring of society and nation, value based politics and value based socialization and economic processes are highly essential. But we are living in such a society where politics are floating with inhuman nature without any ethics and science. This results in outcome of meaningless work, characterless education, trade without any honesty, and even worship without sacrifice. The entire socialization process is badly affected by these odd behaviours. For example science has lost its temper for well being of human, politics are done for personal gains and trade becomes a cheating process to exploit the customers. Today education has become a process for acquiring a degree for professional purposes. Sometimes it loses path for making human resource. Religion becomes a tool for personal benefit. All these evil processes lead to destruction of human race. To overcome all these odds we must give stress on value education. About Indian education system the educationist say that we are providing education only to the mind and not for character. As a result average Indians have little character and no discipline. If they are to build a nation they must learn both. For making a good society as well as nation we should give importance to the following five values:

1. **Material values:** This means desire to acquire property, gain glamour and status in society. We must control ourselves for acquiring these worldly needs.
2. **Social values:** It means social norms in respect to individual behaviour, conduct, duties and responsibilities towards others. Social values provide stability and uniformity in the society. We should keep up the values such as human dignity, social equality, good manners, patriotism, kindness, and social responsibility, dignity for labour, peaceful living, sacrifice and cooperation. These values guide us for making a good society.
3. **Cultural values:** Cultural values are those values which can help to conserve and preserve our culture. In educational institutions cultural values may be developed by providing cultural activities like dance, drama, songs etc. The feat of these activities can contribute for building the society in a positive perspective.
4. **Spiritual values:** It emerges mainly from moral values such as truthfulness, right conduct, peace, love, non-violence, honesty, trust etc. Sense of right and wrong is the vital point. Education should be such way so that pupils can acquire spiritual values from their teachers and parents. In this context the Kothari Commission of 1964-66 may be referred which

recommended the necessity of developing spiritual values through curricular and co-curricular activities in students.

5. *Intrinsic values:* Intrinsic values are those values which are pursued for their own sake. Truth, beauty and goodness are intrinsic values and they are eternal.

WAYS AND MEANS FOR THE INCULCATION OF VALUES IN SCHOOLS

The head of the institution and the teaching staff can play and organize a number of programmes for this purpose. A few such programmes are briefly explained here:

- The text books prescribed for the students should contain stories with certain moral lessons. Teachers interested in writing text books for the children can help in making the text books of this type.
- Even supplementary readers or books for the children may be written by some teachers in collaboration with others and help in achievement of this goal.
- Prizes may be given to the students in social gathering or functions. Declamation contest may be organized in the institution on themes related to values of life.
- National service scheme (NSS) need to be popularized and its programme of activities are organized vigorously. The students interested in social service at the railway station, at the general bus stand, in the social festivals, in the hospitals, in the villages, in the slum areas are able to do a lot. In this way they will imbibe values of life permanently.
- People should be taught to understand meaning and values of life, happiness, equality, self-respect, family security, harmony, national security etc.
- Students should be taught to be catering life goals and good personal character. Students should be taught that our world is at peace if not involved the human interference.
- Indeed the role of parents should not be forgotten. Every parent must teach their children value of life, mannerism, etiquette, self-respect and empathy.

ROLE OF TEACHER IN INCULCATING VALUES AMONG STUDENTS

Ordinary Teachers can bring about extraordinary transformation in the society. A teacher should practice what he preaches. Teachers are a role-model for the students. Their actions convey more than their words. Students learn values from what the teachers are rather than from what they say. Teacher makes a maximum impact on the personality of a student in the formative years. Students imbibe virtues and vices knowingly and unknowingly from these role models. Teachers demonstrate the appropriate behaviour of their students by their actions.

A decade back or so the role of a teacher was limited to being a source of information. But today this place is shared by books, coaching classes, multimedia technology etc. So the role of a teacher is marginalized. In modern times we are experiencing transition. A teacher can maintain values and nurture them. A teacher has an immense potential of bringing about a sea change in the society by demonstrating essential values of head and heart. Teacher can impart values in students by giving them instructions through discussion, experimentation and lectures and by the following mentioned ways:

- Teachers can maintain a case-study register to closely observe the students and note down the positive and negative traits of their personality.
- By organizing cultural and sports events values like team spirit, sharing, spirit of cooperation, patience, courtesy etc can be imparted.
- National and religious festivals must be celebrated to foster a feeling of homogeneity.

- “Thought for the Day” should be employed in assemblies. Moral thoughts trigger in them moral thinking.
- Teachers should give importance to cooperative learning.
- Skits, role plays propagating moral values can be performed by students under the guidance of teacher.
- Teacher must tell the students to go to the libraries- the treasure house of knowledge. Classics available in the library are morally rich and inspiring.
- Teacher must explain the students the importance of meditation & yoga practices for realization or the attainment of oneness with God.
- Every day a Teacher must spent at least 5 minutes on moral lecturing.
- Impart knowledge of foreign languages to make them know different cultures.
- Organize games, excursions, visits to places of historical importance. Club activities like nature club, literary club, wildlife prevention club, social service camps, blood donation etc.
- Suicidal tendencies in students should be curbed. They must be prepared by the teacher to face the challenges of life fearlessly and with courage.

CONCLUSION

We may conclude that values are very much significant for rebuilding the nation and everyone should be conscious for the realization of true values not only for the societal development and nation building but also for their own personal development for a balanced personality.

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Chapter-63

Collaborative Versus Cooperative Learning –A Comparison of the two Concepts

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ABSTRACT

Cooperative learning is an approach to group work that minimizes the occurrence of those unpleasant situations and maximizes the learning and satisfaction that result from working on a high-performance team. A large and rapidly growing body of research confirms the effectiveness of cooperative learning in higher education (1-4). Relative to students taught traditionally i.e. with instructor-centered lectures, individual assignments, and competitive grading cooperatively taught students tend to exhibit higher academic achievement, greater persistence through graduation, better high-level reasoning and critical thinking skills, deeper understanding of learned material, greater time on task and less disruptive behavior in class, lower levels of anxiety and stress, greater intrinsic motivation to learn and achieve, greater ability to view situations from others' perspectives, more positive and supportive relationships with peers, more positive attitudes toward subject areas, and higher self-esteem. Another nontrivial benefit for instructors is that when assignments are done cooperatively, the number of papers to grade decreases by a factor of three or four.

INTRODUCTION

There are several reasons why cooperative learning works as well as it does. The idea that students learn more by doing something active than by simply watching and listening has long been known to both cognitive psychologists and effective teachers (5, 6) and cooperative learning is by its nature an active method. Beyond that, cooperation enhances learning in several ways. Weak students working individually are likely to give up when they get stuck; working cooperatively, they keep going. Strong students faced with the task of explaining and clarifying material to weaker students often find gaps in their own understanding and fill them in. Students working alone may tend to delay completing assignments or skip them altogether, but when they know that others are counting on them, they are motivated to do the work in a timely manner.

The proven benefits of cooperative learning notwithstanding, instructors who attempt it frequently encounter resistance and sometimes open hostility from the students. Bright students complain about being held back by their slower teammates; weak or unassertive students complain about being discounted or ignored in group sessions; and resentments build when some team members fail to pull their weight. Knowledgeable and patient instructors find ways to deal with these problems, but others become discouraged and revert to the traditional teacher-centered instructional paradigm, which is a loss both for them and for their students.

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In this chapter we describe cooperative learning methods that have been proven effective in a variety of instructional settings. We then suggest ways to maximize the benefits of the approach and to deal with the difficulties that may arise when cooperative learning is implemented.

WHAT IS COOPERATIVE LEARNING?

Several definitions of cooperative learning have been formulated. The one most widely used in higher education is probably that of David and Roger Johnson of the University of Minnesota. According to the Johnson & Johnson model, cooperative learning is instruction that involves students working in teams to accomplish a common goal, under conditions that include the following elements:

1. **Positive interdependence.** Team members are obliged to rely on one another to achieve the goal. If any team members fail to do their part, everyone suffers consequences.
2. **Individual accountability.** All students in a group are held accountable for doing their share of the work and for mastery of all of the material to be learned.
3. **Face-to-face promotive interaction.** Although some of the group work may be parceled out and done individually, some must be done interactively, with group members providing one another with feedback, challenging reasoning and conclusions, and perhaps most importantly, teaching and encouraging one another.
4. **Appropriate use of collaborative skills.** Students are encouraged and helped to develop and practice trust-building, leadership, decision-making, communication, and conflict management skills.
5. **Group processing.** Team members set group goals, periodically assess what they are doing well as a team, and identify changes they will make to function more effectively in the future.

Cooperative learning is not simply a synonym for students working in groups. A learning exercise only qualifies as cooperative learning to the extent that the five listed elements are present.

WHAT ARE THE BENEFITS OF COOPERATIVE AND COLLABORATIVE LEARNING?

Benefits from small-group learning in a collaborative environment include:

- **Celebration of diversity:** Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps students to better understand other cultures and points of view.
- **Acknowledge of individual differences:** When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.
- **Interpersonal development:** Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially helpful for students who have difficulty with social skills. They can benefit from structured interactions with others.
- **Activity involving students in learning:** Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.
- **More opportunities for personal feedback:** Because there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens.

COLLABORATIVE LEARNING

There are a number of benefits that are associated with the concept of collaborative learning (CL). It is through understanding the benefits, that we can truly use this learning style to our benefit. Before one can make a judgment on the merits of CL, it is important to understand exactly what CL is. Collaboration is a philosophy of interaction and personal lifestyle where individuals are responsible for their actions, including learning and respect the abilities and contributions of their peers. In all situations where people come together in groups, it suggests a way of dealing with people which respects and highlights individual group members' abilities and contributions. There is a sharing of authority and acceptance of responsibility among group members for the groups' actions. The underlying premise of collaborative learning is based upon consensus building through cooperation by group members, in contrast to competition in which individuals best other group members.

CL practitioners apply this philosophy in the classroom, at committee meetings, with community groups, within their families and generally as a way of living with and dealing with other people cite that say; there are three ways when individuals take action in relation to the actions of the others. One's actions may promote the success of others; obstruct the success of others, or not have any effect at all on the success or failure of others. In other words, individuals may be:

- Working together cooperatively to accomplish shared learning goals;
- Working against each other (competitively) to achieve a goal that only one or a few can attain;
- Working by oneself (individualistically) to accomplish goals unrelated to the goals of others. They state that Johnsons' survey of educational research demonstrates cooperation, in comparison with competitive and individualistic efforts, results in;
- Higher achievement and greater productivity;
- More caring, supportive, and committed relationships, and;
- Greater psychological health, social competence and self esteem.

This paper aimed at presenting the main benefits followed CL.

MATERIAL & METHOD

This review article begins with a concept of the CL, describes the top benefits created by learning in this method and organizes the advantages into four major categories while further subdividing each area to specific themes, ensuring the main benefits are brought into account. Key issues are identified through review of literature on the CL and on the benefits of learning in a collaborative style.

RESULTS

Collaboration is a promising mode of human engagement that has become a twenty-first-century trend. The need for think together and work together on critical issues has increased, causing to stress on from individual attempts to team work and from autonomy to community.

The concept of CL, the grouping and pairing of learners for the purpose of achieving a learning goal, has been widely researched and advocated; the term CL refers to an instruction method in which learners at various performance levels work together in small groups toward a common goal. The learners are responsible for one another's learning as well as their own. Thus, the success of one learner helps other students to be successful cite that; in order for a CL effort to be more productive than competitive or individualistic methods, five conditions must be met, as:

- Clearly perceived positive interdependence;
- Considerable promotive interaction;

- Clearly perceived individual accountability and personal responsibility to achieve the group's goals;
- Frequent use of the relevant interpersonal and small-group skills, and;
- Frequent and regular group processing of current functioning to improve the group's future effectiveness.

Numerous benefits have been described for CL. A good way for organizing the benefits of CL, are to put them in categories list over 50 benefits for CL. The list below is based on their works. This paper summarizes them into four major categories of; social, psychological, academic and assessment, as in following:

• **Social Benefits;**

- CL helps to develop a social support system for learners;
- CL leads to build diversity understanding among students and staff;
- CL establishes a positive atmosphere for modelling and practicing cooperation, and;
- CL develops learning communities.

• **Psychological Benefits;**

- Student-centered instruction increases students' self esteem;
- Cooperation reduces anxiety, and;
- CL develops positive attitudes towards teachers.

• **Academic Benefits;**

- CL Promotes critical thinking skills
- Involves students actively in the learning process
- Classroom results are improved
- Large lectures can be personalized
- CL is especially helpful in motivating students in specific curriculum
- Alternate student and teacher assessment techniques;
- Collaborative teaching techniques utilize a variety of assessments.

In our society and current educational framework, competition is valued over cooperation. By asking group members to identify what behaviours help them work together and by asking individuals to reflect on their contribution to the group's success or failure, students are made aware of the need for healthy, positive, helping interactions.

DISCUSSION

According to Johnson, Johnson, and Holubec (1984); a major component of learning includes training students in the social skills needed to work cooperatively. CL develops social interaction skills. A significant benefit of CL is regarding to the groups operating together long enough during a course. The people in teams will get to know each other and extend their activities outside of class. Students will contact each other to get help with questions or problems they are having, and they will often continue their communications in later terms. CL helps to develop learning communities within classes and institutions.

As students are actively involved in interacting with each other on a regular basis in an instructed mode, they are able to understand their differences and learn how to resolve social problems which may arise. It creates a stronger social support system. A natural tendency to

socialize with the students on a professional level is created by CL. Students often have difficulties outside of class. Openings they can lead to a discussion of these problems by the teacher and student in a nonthreatening way and additional support from other student services units in such areas can be a beneficial by-product.

CONCLUSION

In sum, cooperative learning holds great promise for preparing students to do well in academia and the workplace. It is a way to get students to become very much involved in the learning process so that they will be accomplished students now and go on to have successful careers later. However, it is important to consider that cooperative learning is far more effective when the teacher prepares the students to work together as a team and monitors and evaluates them to ensure they work together effectively to accomplish course objectives while earning the grade desired by the majority of the team. CL compared with competitive and individualistic efforts, has numerous benefits and typically results in higher achievement and greater productivity, more caring, supportive, and committed relationships; and greater psychological health, social competence, and self esteem.

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Chapter-64

Reinventing Teacher Education: Changing the Way Teacher's Effective Teaching

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ABSTRACT

Teacher professional development plays an important part in improving teaching practices. If teachers are not getting the professional development that they require from their school, school board or province, they are at disadvantage when it comes to improving their teaching. This paper discusses the role of teacher education in changing the way to make teaching effective. The various commission and committees on teacher education are discussed. Key recommendations of Justice Verma and the norms and standards of NCTE are also described here in this paper.

ROLE OF TEACHER EDUCATION

The NCFTE (2009) has clearly stated that teacher-education has a major role to play in making of good teachers. It marks the initiation of tremendous potential to imbue the would-be teachers with proper motivation, knowledge, skills and attitudes. One may say that the bottom line of teacher-education is the quality performance of larger social transformation. According to UNESCO (2008), "Without adequate numbers of professionally qualified teachers, including female teachers, who are deployed in the right places, well-remunerated and motivated, adequately supported and proficient in local languages, we cannot offer the world's children quality education". The reports of an International Conference on 'Teacher-development and Management' organized by the MHRD (2009), has recognized that the availability of well-trained-teachers and teacher-educators are vital to the school improvement. Teacher-education policy should recognize the addition of educational theory and pedagogy, in addition to teaching skills in lesson planning, classroom management, assessment, etc.

The UNESCO (1998) in its 'World Education Report on Teachers and Teaching in a Changing World' emphasized that teachers are central to the question of education's quality and relevance. How they are educated and prepared for their work is a critical indicator of what kind of educational quality and relevance is being sought.

The main aim of teacher-training colleges should not only to teach but they should also provide skill-based education, keeping in view prospective teachers of our nation. As teachers are responsible for creating a learning society, which continuously evolves in its social, cultural and ethical aspects, teachers are said to be the builders of the nation. They are expected to remain lifelong learners and prepare persons for every field of human activity. They are also supposed to provide good education to the younger generation and also guide the future society (Singh, 2015). Teacher-training institutions

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have to develop and conduct such kind of activities which can help the pupil-teachers to develop their professional attitude towards teaching (Hussain, 2004).

COMMISSIONS AND COMMITTEES ON TEACHER-EDUCATION

Keeping in view the importance of teachers, a number of committees and commissions have been appointed which have given pertinent recommendations to improve the quality of teacher-education. The University Education Commission (1948-49) recommended for rejuvenate of teacher-training programmes giving more time to school practice and more weight to practice in assessing the student's performance. The Secondary Education Commission (1952-53) recommended dynamic methods for teaching, and suggested that teaching should be shifted from verbalism and memorization to learning through activity method and project method. The National Policy on Education (1968) emphasized service conditions and academic freedom of teachers. National Commission on Teachers (1983-85) recommended that the selection of trainees should be made through a combination of objective tests, rating scales and group discussions and personal interviews. The NPE (1986) recommended that new knowledge, skills and favorable attitudes should be developed in the teachers to meet the present needs. Moreover, the teacher-training programme should be competence-based, and there should be an integration of theory and practice for situational applications. Affective aspects should be taken care of so as to develop in students the qualities such as: empathy, attitude towards profession, society and development of values. The NPE Review Committee (1990) and the National Advisory Committee on Learning without Burden (1993) have also drawn attention to the need for qualitative reform of teacher-education and suggested various measures. The National Knowledge Commission (2005) has emphasized the improvement of quality of pre-service teacher-training in both private and public sectors. These recommendations led to the launching of the Centrally Sponsored Scheme of Teacher-education incorporating the establishment of District Institutes of Education and Training (DIETs), Colleges of Teacher Education (CTEs), and Institutes of Advanced Studies in Education (IASes).

The present pathetic condition of teacher-education in India is an open secret. There is a growing deterioration in the academic quality of teacher-education. In some states, most of the private teacher-training colleges were found admitting non-attending students. There was no transparency in admissions, and rules were flouted by various college managements. A bunch of teachers were shown in more than one institute. Lack of sincere efforts by regulatory universities gave a free hand to private managements as no action was taken against erring colleges. Due to the expansion of the educational system, lowering standard of teacher-education, negligence of duty by many teachers, and changes in value system of the society, the quality of teacher-training is being degraded. It is necessary, therefore, to make an intensive and continuous effort to raise the economic, social and professional status of teachers to attract youth of ability to the profession and to retain them in it as dedicated, enthusiastic and contented workers.

KEY RECOMMENDATIONS OF JUSTICE VERMA COMMITTEE (JVC)

- To improve the quality of teacher-training, the Govt. of India appointed a committee under the Chairmanship of Justice J.S. Verma, a retired Supreme Court Judge. Some of the key recommendations of JVC are as follows:
- The Commission recommends that the Government should increase its investment for establishing teacher-education institutions and increase the institutional capacity of teacher preparation, especially in deficit states.

- The government may explore the possibility of instituting a transparent procedure of pre-entry testing of candidates to the pre-service teacher-education programmes, keeping in view the variation in local conditions.
- Teacher-education should be a part of the higher education system. The duration of programme of teacher-education needs to be enhanced.

It is desirable that new teacher-education institutions are located in multi- and interdisciplinary academic environment. This will have significant implications for the redesigning of norms and standards of various teacher-education courses, specified by the NCTE. This will have also implications for employment and career progression of prospective teachers. Existing teacher-education institutions may be encouraged to take necessary steps towards attaining academic parity with the new institutions.

Current teacher-education programme may be redesigned keeping in view the recommendations in the National Curriculum Framework for Teacher Education (NCTE, 2009) and other relevant material.

In keeping with the recommendations of the Education Commission (1966), every pre-service teacher-education institution may have a dedicated school attached to it as a laboratory where student-teachers get opportunities to experiment with new ideas and improve their capacities and professional skills to become reflective practitioners. As a matter of policy, the first professional degree/ diploma in teacher-education should be offered only in face-to-face mode. Distance learning programmes and the use of blended learning material may be developed and used for continuing professional development of school teachers and teacher-educators.

The institutional capacity should be increased for preparation of teacher-educators. There is need to make Masters in Education programme of two years duration with the provision to branch out for specialization in curriculum and pedagogic studies, foundation studies, management, policy and finance, and other areas of emerging concerns in education. Faculty development programmes for teacher-educators should be institutionalized.

There is need for enhanced investment in promotion of research in education in general, and in teacher-education in particular in the universities; creation of an Inter University Centre in Teacher-education could play a significant role in this regard.

NCTE NORMS AND STANDARDS - 2014

With the recommendations of the Justice Verma Committee, the National Council for Teacher Education (NCTE) has implemented the Norms and Standards -2014 to improve the quality of teacher training. During its first academic year, the NCTE Norms & Standards - 2014 have been severely criticized on various grounds. Considering the criticism from different levels, the NCTE has constituted a committee to revisit it and invite suggestions through a public notice. Some of the important issues which are under discussion are: duration of the teacher training, institutional intake, qualification of teacher educators, school internship programme, etc.

SUGGESTIONS

The following are some of the suggestions in view of the present situation of teacher education and with regard to the NCTE notification to revisit the Norms and Standards -2014. These suggestions may be helpful to improve the quality of teacher-training and to prepare world-class teachers:

- The duration of B.Ed. and M.Ed. courses should be one year.
- The commercialization of teacher education should be immediately checked.
- At least one model teacher training institution should be established in each district where all types of teacher training courses are available. For this the DIETs can be promoted.

- At least one teacher education university should be established in each state. These universities should plan, design and monitor the teacher training systems of the concerned state. The SCERTs can be promoted for it. But it is not necessary that all the teacher training colleges in the state should be affiliated to it.
- All the state and central universities should have a department of education with the courses like M.Ed, M.A. Education, M. Phil and Ph.D. in Education. Like Indian Administrative Service (IAS), there should be a provision of Indian Education Service at centre and state levels. These officers should be appointed as District Education Officers (DEOs), Block Education Officers (BEOs), etc.
- The curriculum of teacher training should be common at the state level with the regional requirements, and it should match the national level.
- Accreditation of institutions should be mandatory, and the non-accredited institutions should be debarred from the admission process. The minority status institutions should be equally treated with regard to accreditation, admission process and affiliation.
- The vacant teaching and non-teaching positions in the universities and government and private colleges should be immediately filled.
- Four year integrated B.Ed. course should be encouraged.
- Maximum two units of intake (50 per unit) for a teacher training course should be permitted to a teacher education college (Govt. and private). Moreover, accreditation of teacher training colleges should be mandatory failing which they shall not be permitted to take admissions.
- An ID number should be issued to the teacher educators by the NCTE to check the duplicity because it is found that some teacher educators are working in more than one institution.
- As far as the minimum educational qualifications are concerned for the appointment of teacher educators, the following points should be considered to incorporate the existing norms:
 - MA (Education) with B.Ed. should be equivalent to M.Ed.(as it was earlier);
 - UGC-NET/Ph.D. in Education should be mandatory for the appointment of Assistant Professor /Associate Professor /Professor in Education;
 - Ph.D. in Education should be essential for the appointment of Professor/ Associate Professor in Education;
- The duration of School Internship Programme should be less because six-month duration is practically difficult to execute. In fact, in some states, there are no clear cut guidelines with regard to the school internship programme for B.Ed. course.
- The eligibility norms should be more flexible to take admission in various teacher training courses, especially B.Ed. Course through distance mode. In fact, the previous eligibility criterion was better than the present one.

CONCLUSION

It can be concluded that teachers are the backbone of a nation. Professionally committed, effective, efficient and skilled teachers are globally needed. So, India should make its policy to prepare world-class teachers. In concrete terms, a teacher has to have a range of capabilities. A tentative first list would look like this: capability to teach all school subjects at the primary level and at least, one at the upper primary level. This will involve practical activities - the use of modern teaching-aids and connection with children. It will also demand understanding of the subject in terms of its content, epistemology and rationality in the curriculum; adequate understanding of the curriculum and its rationale. It will necessarily involve understanding of the aims of education, the need for education in

an individual's life and in social life; a convincing of dream of desirable society and living a satisfactory life. Teacher education needs to be adequately strengthened and upgraded to accommodate the changing role of the teacher so that teachers can effectively address contemporary issues regarding education. Hence, the shortcomings in the NCTE Norms & Standards-2014 should be immediately reformed in order to adequately prepare teachers for their new and more diversified functions not only in the school and the community but also in a global perspective.

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Chapter-65

Cooperative and Collaborative Learning

Ms. Navneet Kaur*

ABSTRACT

Effective teachers never stop exploring different ways to improve student achievement. As there is no single, perfect solution, educators look to research to guide their practice. Recent innovations in science have allowed an unprecedented look into the way the brain works. The exciting learning about brain function and its effects on learning have the potential to revolutionize teaching and learning. Brain research has provided new knowledge about the many ways that humans learn. Brain-based learning has resulted from educators and researchers applying the findings of brain research to guide teaching practice. The last decade has seen more systematic implementation of brain-based strategies that emphasize emotion, thematic instruction, differentiated learning, movement, and the use of mental models. As well, changing conceptions of memory, assessment, the learning environment, the biology of the brain, and uses of time have all served to improve student achievement. Brain-based teaching involves the implementation of carefully-designed principles with due consideration of their impact before, during, and after each lesson. This study follows the cooperative and collaborative learning through brain based concept.

INTRODUCTION

Learning is a process of gaining knowledge and experience that can be applied both academically and practically. Brain-based education approaches learning processes differently than traditional teaching methods. Brain-based learning is based on the idea that each part of the brain has a specific function when related to learning. The Definition of Brain-Based Education There are many working definitions of brain-based education. For this study, brain-based education is best defined as “the engagement of strategies based on principles derived from an understanding of the brain” (Jensen, 2008, p. 410). Teachers use strategies that they feel effectively reach all students’ individual needs. Being that all students learn differently, teachers must use their knowledge of the brain and how it learns to decide upon the strategies they consider being brain-based. Brain-based instruction stems from recognizing that the brain does not take logical steps down one path like a digital computer but can go down a thousand different paths simultaneously, like an enormously powerful analog computer (Neve, Hart, Thomas, 1986).

The brain’s ability to multi-task leads educators to ponder the question: how can we effectively teach students when they may be focused on multiple ideas at a time? Educators must synthesize their knowledge of the brain and how it best learns in order to answer this question.

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COLLABORATIVE LEARNING

Collaborative learning is a method of teaching and learning in which student's team together to explore a significant question or create a meaningful project. A group of students discussing a lecture or students from different schools working together over the Internet on a shared assignment are both examples of collaborative learning.

Cooperative Learning

Cooperative learning, which will be the primary focus of this workshop, is a specific kind of collaborative learning. In cooperative learning, students work together in small groups on a structured activity. They are individually accountable for their work, and the work of the group as a whole is also assessed. Cooperative groups work face-to-face and learn to work as a team.

In small groups, students can share strengths and also develop their weaker skills. They develop their interpersonal skills. They learn to deal with conflict. When cooperative groups are guided by clear objectives, students engage in numerous activities that improve their understanding of subjects explored.

In order to create an environment in which cooperative learning can take place, three things are necessary. First, students need to feel safe, but also challenged. Second, groups need to be small enough that everyone can contribute. Third, the task student's work together on must be clearly defined. The cooperative and collaborative learning techniques presented here should help make this possible for teachers.

Also, in cooperative learning small groups provide a place where:

- learners actively participate;
- teachers become learners at times, and learners sometimes teach;
- respect is given to every member;
- projects and questions interest and challenge students;
- diversity is celebrated, and all contributions are valued;
- students learn skills for resolving conflicts when they arise;
- members draw upon their past experience and knowledge;
- goals are clearly identified and used as a guide;
- research tools such as Internet access are made available;
- Students are invested in their own learning.

HOW DO COOPERATIVE AND COLLABORATIVE LEARNING DIFFER FROM THE TRADITIONAL APPROACH?

- Cooperative and collaborative learning differ from traditional teaching approaches because students work together rather than compete with each other individually.
- Collaborative learning can take place any time student's work together -- for example, when they help each other with homework. Cooperative learning takes place when students work together in the same place on a structured project in a small group. Mixed-skill groups can be especially helpful to students in developing their social abilities.
- The skills needed to work together in groups are quite distinct from those used to succeed in writing a paper on one's own or completing most homework or "seatwork" assignments. In a world where being a "team player" is often a key part of business success; cooperative learning is a very useful and relevant tool.
- Because it is just one of a set of tools, however, it can easily be integrated into a class that uses multiple approaches. For some assignments individual work may be most efficient, while for others cooperative groups work best.

- Research suggests that cooperative and collaborative learning bring positive results such as deeper understanding of content, increased overall achievement in grades, improved self-esteem, and higher motivation to remain on task. Cooperative learning helps students become actively and constructively involved in content, to take ownership of their own learning, and to resolve group conflicts and improve teamwork skills.

WHAT ARE THE BENEFITS OF COOPERATIVE AND COLLABORATIVE LEARNING?

The Benefits from small-group learning in a collaborative environment include:

<ul style="list-style-type: none"> • Celebration of diversity. Students learn to work with all types of people. During small-group interactions, they find many opportunities to reflect upon and reply to the diverse responses fellow learners bring to the questions raised. Small groups also allow students to add their perspectives to an issue based on their cultural differences. This exchange inevitably helps students to better understand other cultures and points of view.
<ul style="list-style-type: none"> • Acknowledgment of individual differences. When questions are raised, different students will have a variety of responses. Each of these can help the group create a product that reflects a wide range of perspectives and is thus more complete and comprehensive.
<ul style="list-style-type: none"> • Interpersonal development. Students learn to relate to their peers and other learners as they work together in group enterprises. This can be especially helpful for students who have difficulty with social skills. They can benefit from structured interactions with others.
<ul style="list-style-type: none"> • Actively involving students in learning. Each member has opportunities to contribute in small groups. Students are apt to take more ownership of their material and to think critically about related issues when they work as a team.
<ul style="list-style-type: none"> • More opportunities for personal feedback. Because there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens.

Cooperative activities involve the construction of new ideas based on personal and shared foundations of past experiences and understandings -- so they naturally apply some of the principles of constructivism. Learners also investigate significant, real-world problems through good explorative questions, and as a result these groups can easily be used for an inquiry-based approach.

They can also help students meet national, state, or local standards. Cooperative and collaborative activities can have many different objectives, ranging from mastery of basic skills to higher-order thinking. Because the specifics of a cooperative-learning project depend on the objectives of the particular teacher, the teacher can easily orient the project toward meeting these standards.

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Chapter-66

Engaging Learners through Peer Tutoring

Ms. Balraj Kaur*

ABSTRACT

It is ironic that schools and tertiary institutions are often chided for not providing a real world experience for students, yet they can provide a perfectly realistic learning environment for students to tutor others. This permits authentic practice of a number of useful generic skills like working collaboratively with peers, which can enhance teamwork and interpersonal skills. This study presents support for using peer tutoring and peer assessment for students in higher education. After all, evidence suggests that peer tutoring can greatly enhance the learning experience of both the student tutor and learner (Goodland, 1999; Topping, 1996).

INTRODUCTION

At a time when there is a push for higher education institutions “to do more with less” and promote the development of students’ generic skills (Australian National Training Authority, 1998; Bennett, Dunne, & Carre, 1999; Candy, Crebert, & O’Leary, 1994; Dearing, 1997; Mayer, 1992), peer tutoring can provide an effective system which not only assists student tutors and tutees to learn better, but also helps promote the development of generic skills, as well as freeing up time for tutors (Topping, 1996). This provides an alternative teaching and learning approach in which students take a pro-active role in thinking, questioning and sharing knowledge. In this paper, we examine design issues needed when implementing a teaching program using peer learning, and also present the results of our evaluation. We begin by considering some theoretical underpinnings and design aspects of implementing peer tutoring and learning.

PEER TUTORING

Peer tutoring is a teaching strategy wherein students are paired together to practice academic skills and master content. Teachers may use peer tutoring to help accommodate a classroom full of diverse students who need more individualized attention. There are many benefits and challenges of peer tutoring that teachers should consider before implementing such a program in their classrooms. Peer tutoring is a common instructional strategy used in classrooms.

To determine the effectiveness peer tutoring has on student academic achievement; this study investigated the retelling scores of four sixth grade female students, all reading on the same average reading level. This study was conducted over a four week period. Two of the

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four students involved in the study engaged in a peer tutoring activity as they orally read and discussed a passage together.

The remaining two students each individually orally read the same passages. Each of the four students then individually gave a retelling of the passage to the investigator. This procedure took place eight times over the four week period. The results demonstrated higher average retelling scores for the students who were engaged in the peer tutoring activity. These findings indicated peer tutoring as an effective instructional strategy, resulting in higher student achievement.

Benefits of Peer Tutoring

Research literature shows that peer tutoring can be a highly effective teaching method in the classroom. Let's look at some of the benefits of peer tutoring.

- Peer tutoring allows for higher rates of student response and feedback, which results in better academic achievement.
- Peer tutoring creates more opportunities for students to practice specific skills, which leads to better retention.
- The student tutor gains a deeper understanding of a topic by teaching it to another student.
- Students involved in peer tutoring have shown more positive attitudes toward learning and develop self-confidence.
- Peer tutoring often helps students build relationships and practice appropriate social interaction.

Challenges of Peer Tutoring

Although peer tutoring is strongly supported by research, there are some challenges that should be noted as teachers consider how this might work in their schools.

- Schools and teachers must invest a lot of time to plan and maintain effective programs.
- Parents and students often need to be educated and convinced of the benefits of peer tutoring in order to get their participation.
- In some partnerships the student tutor may not turn out to be an effective teacher, so the student being tutored (tutee) may miss out on good instruction.

Now that we've weighed the pros and cons of peer tutoring, let's explore a few of the different ways peer tutoring may be implemented.

PEER TUTORING STRATEGIES

There are a variety of factors that teachers should be aware of when planning a peer tutoring program. Different schools, classrooms, and teachers are able to provide different types of resources and expertise that will contribute to the success of a peer tutoring program. Keep in mind, the strategies described in this lesson will not work in every situation, with every student, all the time. It is up to you as the teacher to assess these strategies and see what will work for your specific population of students. Peer tutoring is meant to be a flexible and adaptable teaching method, which should allow for some trial and error as you perfect your individual programs.

SELECTING STUDENT PARTNERS

Peer tutor partnerships may be designed in a few different ways. Teachers may assign some of their higher achieving students to work with peers in the classroom who are struggling. Or they could assign students with similar abilities to work together, each taking turns being the tutor and tutee. They may also work with other teachers to pair up older students who have mastered the

content with younger students who are being introduced to something new; this is known as cross age tutoring.

TRAINING

Regardless of which type of partnership is selected, teachers should plan to hold training sessions for peer tutors to ensure they understand their roles and responsibilities. Research indicates that explicitly trained tutors are far more effective in their teaching, and their tutees make significantly more progress. The list below is not comprehensive, but gives some examples of what might be included in a training session.

Training may include:

- Rules for student confidentiality
- How to provide praise for correct responses, and corrective feedback for incorrect responses
- Modeling a peer tutoring session so students have a concrete understanding of what it should like.
- How to take data or keep track of their partners' progress.

TIPS ON HOW TO PULL OFF PEER TEACHING

1. Be sure your tutors are trained.

Existing research identifies adequate tutor training as an essential component of peer tutoring programs.

One after-school peer tutoring program implemented in a middle school in California, called Student-2-Student, offers tutoring in a variety of subjects to students with the help of high-achieving eighth graders. Student-2-Student is selective in its recruitment of tutors. Qualified eighth graders meeting a minimum GPA requirement and demonstrating high citizenship must complete an application process and obtain approval from their teachers before being paired with struggling students. The program advisor then matches tutors to students based on who seems to be a good match academically and socially. Tutors receive quality training in effective ways to work with their tutees.

This program led to a significant improvement in core subject letter grades for all participants. In an evaluation of the program, participants also demonstrated increased responsibility, completion of homework assignments, and significantly improved work habits.

2. Use a reward system.

In another peer teaching program, sixth grade students enrolled in general reading education classes in a Midwestern, urban middle school were assigned to tutoring pairs of either equal ability or pairs in which high-achieving students modeled successful learning with lower-achieving students. Similar to Student-2-Student, the students received training prior to tutoring.

What sets this peer tutoring program apart from common peer tutoring practices is the inclusion of a reward system for students to encourage participation and on-task behavior. During the sessions, the teacher supervised all activities and passed out raffle tickets to students exhibiting good tutoring or on-task behavior. Students wrote their names on earned tickets and placed them in a collection throughout each week. At the end of each week, the teacher would draw several names of students who could each choose a small prize from a box of inexpensive toys.

Evaluation of the class-wide peer tutoring model with rewards for good behavior showed substantial letter grade improvements for the students. The lottery system for reinforcing participation and on-task behavior was shown to overcome challenges to student motivation.

3. Emphasize confidentiality, positive reinforcement, and adequate response time.

The tutors at Student-2-Student are taught to demonstrate three important things during any given tutoring session: confidentiality, positive reinforcement, and adequate response time when asking questions. The training process also instructed tutors on explaining directions, designing work for extra practice, watching for and correcting mistakes, and providing positive feedback and encouragement.

4. Choose the learning exercise and the appropriate vehicle for it.

Simply placing students in groups or pairs and telling them to “work together” is not going to automatically yield results. You must consciously orchestrate the learning exercise and choose the appropriate vehicle for it. Only then will students in fact engage in peer learning and reap the benefits of peer teaching.

5. Use group strategies

To facilitate successful peer learning, teachers may choose from an array of strategies:

Buzz Groups: A large group of students is subdivided into smaller groups of 4–5 students to consider the issues surrounding a problem. After about 20 minutes of discussion, one member of each sub-group presents the findings of the sub-group to the whole group.

Affinity Groups: Groups of 4–5 students are each assigned particular tasks to work on outside of formal contact time. At the next formal meeting with the teacher, the sub-group, or a group representative, presents the sub-group’s findings to the whole tutorial group.

Solution and Critic Groups: One sub-group is assigned a discussion topic for a tutorial and the other groups constitute “critics” who observe, offer comments and evaluate the sub-group’s presentation.

“Teach-Write-Discuss”: At the end of a unit of instruction, students have to answer short questions and justify their answers. After working on the questions individually, students compare their answers with each other’s. A whole-class discussion subsequently examines the array of answers that still seem justifiable and the reasons for their validity.

6. Use role playing and modeling.

During the first week of the sixth grade reading program, project staff explained the tutoring procedures and the lottery, modeled each component of the program, and used role-playing to effectively demonstrate ways to praise and correct their peers.

7. Emphasize the importance of active learning.

Many institutions of learning now promote instructional methods involving “active” learning that present opportunities for students to formulate their own questions, discuss issues, explain their viewpoints, and engage in cooperative learning by working in teams on problems and projects. Critique sessions, role-play, debates, case studies and integrated projects are other exciting and effective teaching strategies that stir students’ enthusiasm and encourage peer learning.

8. Teach instructional scaffolding.

To reap the benefits of peer teaching, tutees must reach a point when they are practicing a new task on their own. Tutors can help prepare students for independent demonstration by providing instructional scaffolding, a method by which the tutor gradually reduces her influence on a tutee's comprehension. See our guide on instructional scaffolding here for further explanation.

9. Explain directive versus nondirective tutoring.

A tutor who engages in directive tutoring becomes a surrogate teacher, taking the role of an authority and imparting knowledge. The tutor who takes the non-directive approach is more of a facilitator, helping the student draw out the knowledge he already possesses. Under the directive approach, the tutor imparts knowledge on the tutee and explains or tells the tutee what he should think about a given topic. Under the non-directive approach, the tutor draws knowledge out of the tutee, asking open-ended questions to help the student come to his own conclusions about the topic. Both are valid methods, but different levels of each should be used with different students and in different scenarios.

10. Explain how to provide feedback.

Positive verbal feedback: Teach your tutors the importance of positive verbal feedback. Prompt students to come up with a list of standard statements which they feel may be positively reinforcing. They also need to be taught how much positive feedback to give. Giving feedback after each and every response can take too much time and diminish its effect. Teach tutors to give genuine praise after every third or fourth correct response and after particularly difficult problems. Make sure to have them practice.

Corrective feedback: Teach your tutors how to respond when an incorrect answer is given. When an incorrect answer is given, the tutor should promptly give and explain the correct answer or draw the correct answer out of the tutee without being critical of the tutee, and then give the tutee an opportunity to repeat the correct answer.

It should be noted that the majority of peer-tutoring programs for students are intended to complement, not substitute for, regular classroom instruction. Tutoring should never be a substitute for professional teaching. An ideal learning atmosphere is as a rich blend of peer and adult instructional strategies.

CONCLUSION

Both peer tutors and tutees, as other studies predicted, tended to enjoy the peer tutoring process and were largely supportive. It is difficult to determine if tutor support was based on the "rewards" attached to being a peer tutor (ie. not having to do the weekly tasks), or a case of being intellectually and interpersonally stimulated by the exercise. To avoid problems it seems evident that Goodlad's (1999) principles are worth following when implementing peer-tutoring strategies. Also, in larger implementations such as this, where there were over 100 students and multiple academic tutors required, clear instructions, regular follow-up and even training sessions are needed to ensure an on-going peer-tutoring implementation. This should reduce inconsistencies across classes, as noticed in the student feedback where some students were unaware of the role peer tutors. In the next implementation, we would be more specific and procedural about giving peer tutors training and support with clear cut objectives.

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